

2009/2011
GRADUATE CATALOGUE



ST. JOSEPH'S COLLEGE

BROOKLYN CAMPUS
LONG ISLAND CAMPUS

St. Joseph's College

2009 - 2011

Graduate Catalogue

Brooklyn Campus
245 Clinton Avenue
Brooklyn, New York 11205-3688
718.940.5800

Long Island Campus
155 West Roe Boulevard
Patchogue, New York 11772-2325
631.687.5100

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Notwithstanding anything contained in this catalogue, the College administration expressly reserves the right, where it deems advisable,

1. to change or modify its schedule of tuition and fees, and
2. to withdraw, cancel, reschedule or modify any course, program of study or degree, or any requirement in connection with any of the foregoing.

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

It is the policy of St. Joseph's College not to discriminate on the basis of race, color, religion, sex, national or ethnic origin, age, handicap, or marital status in its educational programs, admissions policies, employment policies, financial aid or other school administered programs. This policy is implemented in compliance with all applicable federal, state, and local statutes or regulations. Inquiries regarding this policy should be addressed to Compliance Coordinator, St. Joseph's College, 245 Clinton Avenue, Brooklyn, NY 11205-3688.

THE COLLEGE

MISSION AND GOALS OF ST. JOSEPH'S COLLEGE

The mission of St. Joseph's College is to provide a strong academic and value-oriented education at the undergraduate and graduate levels, rooted in a liberal arts tradition that supports provision for career preparation and enhancement. The College aims in this way to prepare each student for a life characterized by integrity, intellectual and spiritual values, social responsibility, and service – a life that is worthy of the College's motto, *Esse non videri* – "To be, not to seem."

Independent and co-educational, St. Joseph's College provides affordable private education that serves a diverse population of academically eligible students.

St. Joseph's College affirms the dignity, freedom, and inherent value of each person. This affirmation is realized through a student-centered environment wherein the faculty's primary commitment is to excellence in teaching. In this open, supportive atmosphere, students are challenged to develop their full potential and are encouraged to acquire a spirit of inquiry and a joy in learning.

To accomplish this mission, St. Joseph's College has established the following goals:

- to offer curricula that foster the knowledge and intellectual skills associated with the liberally educated person;
- to encourage students to develop personal value systems and responsible self-direction;
- to foster committed participation in the local and global communities;
- to help students develop as whole persons by providing individual attention, interactive teaching, and opportunities for active participation in academic and extracurricular programs;
- to prepare students for their careers by offering the necessary professional and pre-professional education;
- to provide for the needs of a diversified student population with varied educational and professional experiences;
- to foster an environment of openness to the exploration and understanding of diverse ideas, traditions, and cultures;
- to support educational programs and services that will contribute to the vitality of the communities served by the Brooklyn and Long Island Campuses.

HISTORY

St. Joseph's College for Women, as it was then known, was founded by the Sisters of St. Joseph of Brentwood, in response to the need for a day college for young women. The College received its provisional charter from the Regents of the University of the State of New York on February 24, 1916. From its earliest days, the College articulated its mission in terms of academic quality, value orientation, and career preparation. These values, coupled with the financial support and leadership of the Sisters of St. Joseph, brought early success and the College quickly outgrew its original facilities at 286 Washington Avenue. In 1918 the College moved to its present site at 245 Clinton Avenue, and the first baccalaureate degrees were conferred on twelve graduates on June 17, 1920. The College was accredited in 1928 by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools. The Regents granted St. Joseph's College an Absolute Charter in 1929. Reverend William T. Dillon, J.D., Professor of Philosophy, who served as Dean of the College and later its President, guided its growth during the significant years that followed.

Under the visionary leadership of Msgr. Dillon, the College placed great emphasis on the holistic development of each student, encouraging personal independence and integrity. This student-centered culture has continued to characterize the College. Academically, the College pioneered in the study of child development, and in 1934 opened a laboratory pre-school, now the renowned Dillon Child Study Center.

With a reputation for strong academic programs and a faculty dedicated to excellence in teaching, the College undertook its first extensive building program during the presidency of Sr. Vincent Therese Tuohy. McEntegart Hall Library opened in 1965 and the Dillon Child Study Center in 1968.

S. George Aquin O'Connor's presidency, 1969-1997, coincided with a period of radical change in higher education. To meet new societal needs, the College admitted men to full matriculation, developed the Long Island Campus in Patchogue, created the School of Professional and Graduate Studies for adult students, introduced undergraduate programs in Accounting, Business, Nursing, health professions, and a Master's program in Child Study. In support of these academic programs, Callahan Library was constructed on the Long Island Campus in 1988. For the enrichment of student life, the Danzi Athletic Center opened on the Long Island Campus in 1997.

S. Elizabeth Hill, MA, JD, elected President in 1997, has emphasized the importance of both continuity and change. Undergraduate programs continue to grow even as the College has introduced new Master's programs in Management, Executive MBA, Literacy, Nursing, Special Education and Human Services. Reflecting the technological world in which we live, all College classrooms are now smart classrooms, equipped with the latest technological support. All buildings are wired, and the two campuses are connected with video-conferencing, enabling a number of courses to be taught simultaneously on both campuses. The Business and Technology Center opened on the Long Island Campus in 2001. The purchase of the St. Angela Hall property in 2001 made possible major renovations in the landmark-status buildings on the Brooklyn Campus.

At ninety-two years, the College looks back on a history of innovation and adaptability to changing circumstances and needs. The College has grown from its roots in Brooklyn, with its first graduating class of twelve students to two campuses and an enrollment of over 5300 students and twenty-one thousand alumni. The College looks forward to celebrating the one hundredth anniversary of its founding with renewed dedication to transforming lives, one student at a time.

LOCATION

St. Joseph's College has two campuses: the main campus is located in the residential Clinton Hill section of Brooklyn, and the Long Island branch campus is located in Patchogue.

The Main Campus: St. Joseph's College, as an urban college with a campus, offers easy access to all transit lines, to the Long Island Expressway, to all bridges in Brooklyn, Manhattan, and Queens, as well as to the Verrazano-Narrows Bridge to Staten Island. This convenient location brings students from every part of the Greater New York Metropolitan area to the College each day, where they enjoy the freedom of campus life while profiting from the many cultural advantages of New York City. Within the space of one half hour, students leaving St. Joseph's College may find themselves in the Metropolitan Museum of Art, the 42nd Street Library, Carnegie Hall and Lincoln Center, the Broadway theatre district, Madison Square Garden, or CitiField.

The College itself stands in the center of one of the nation's most diversified academic communities, consisting of six colleges and universities within a two-mile radius of each other.

St. Joseph's College offers its students easy access to the other colleges and such cultural facilities as the Brooklyn Academy of Music, the Brooklyn Public Library, and the Brooklyn Museum of Art.

The Long Island Campus: St. Joseph's branch campus is located in Patchogue. The thirty-two acre campus is bounded on the south by West Roe Boulevard and on the north by Sunrise Highway. It is easily accessible from the south shore locations via Southern State, Sunrise Highway (Exit 52), and from central and northern Long Island via Veterans Highway, Patchogue-Holbrook Road, Nichols Road, or Route 112.

FACILITIES

BROOKLYN CAMPUS

The Administration Building – Tuohy Hall

Named in memory of a late President of the College, the Administration building contains classrooms, an auditorium, computer facilities, student government offices, student lounges, the gymnasium, the fitness center, and administrative offices. The chemistry and physics laboratories and the art studio are on the third floor.

Burns Hall

This beautiful Federal-style building contains formal parlors, a formal dining room, a chapel, the Admissions Offices, student lounge and kitchen, and the biology instructional and research laboratories.

St. Joseph's Hall

This five-story building houses the Office of Institutional Advancement, the Alumni Office, several academic department offices, and the Psychology Laboratory. The beautiful Bloodgood Garden, located behind St. Joseph's Hall, provides space for alumni reunions, student gatherings, and receptions.

Lorenzo Hall

Lorenzo Hall, located at 265 Clinton Avenue, houses the administrative offices of the School of Professional and Graduate Studies.

McEntegart Hall

McEntegart Hall, in a fully air-conditioned five-level structure, has a large reading area and numerous individual study carrels that provide an excellent environment for research. In addition, McEntegart Hall houses the College archives, a curriculum library, three computer laboratories, the Library Instructional Technology Center, the Academic Center, a nursing education laboratory, and a video conference room. There are also eight classrooms, a chapel, cafeteria, and faculty and student lounges. The library collection includes more than 152,000 volumes, nearly 700 videos, DVDs, and other supplementary materials as well as over 600 online and print journals. Patrons have access to the internet and to numerous full-text electronic databases. A fully automated and integrated library system, Voyager 7.0 by Ex Libris TMGroup, ensures efficient retrieval and management of library resources in the McEntegart Hall Library and Callahan Library on the Long Island Campus. Membership in ALB (Academic Libraries of Brooklyn) and METRO (Metropolitan New York Library Council) gives students access to libraries throughout the city and provides resource sharing on a regional basis. Full membership in the international bibliographic utility, OCLC (Online Computer Library Center), allows limitless access to all types of resources.

St. Angela Hall

This former elementary and high school was acquired in 2001 and contains 16 classrooms, the ACES Center, the Office of Campus Ministry, some faculty offices, an auditorium, conference room and lounge.

Computer Facilities

A high-speed fiber optic intra-campus network connects all offices, instructional facilities, computer laboratories and libraries on both the Brooklyn and Long Island campuses. The network provides Internet access to all students, faculty and staff.

An integrated online library system enables students to search for and check out books at either campus. Online databases and other electronic resources are available to students from either campus, or from their home computers.

All classrooms are smart classrooms, which offer internet access, DVD, VCR, projection systems, and whiteboards. Two wireless laptop classrooms with "smart classroom" features provide flexible instruction spaces with the latest technologies. Videoconferencing facilities connect the two campuses, allowing for real-time distance learning in a small group setting. Wireless

access for students is available in the library, lounges, cafeteria, and other common areas.

Dillon Child Study Center

This Center, an enduring memorial to Monsignor William T. Dillon, late President of the College and founder of the Child Study Department and its Laboratory Preschool, opened in 1968.

The first floor of the Dillon Center contains the offices of the Director, the school nurse, staff offices and a conference room. The Center's preschool inclusion class with observation room, a mixed three and four year old classroom, and a multi-purpose room are also located on the first floor. Two preschool classrooms and Kindergarten room, each with its own observation booth, are located on the second floor, as well as staff offices with additional rooms for therapy, computer and library resources. These facilities make possible increased service to the community.

The Center provides for an enrollment of approximately 100 preschool children. The Center also facilitates the growth of auxiliary programs and inter-institutional cooperation with nursing schools, colleges, and other educational agencies.

The Outdoor Theatre

Overlooking the Mall is the Molloy Memorial Outdoor Theatre.

LONG ISLAND CAMPUS

The main building which was named O'Connor Hall in 1997 in honor of S. George Aquin O'Connor, contains:

Administrative and Faculty Offices
Classrooms and Computer Centers
Biology, Chemistry, Physics and
Psychology Laboratories
Nursing Department Laboratory
Art Studios and Music Room

Local History Center
Faculty and Student Lounges
Office for Counseling
Cafeteria
Auditorium and Chapel

The Callahan Library at the Long Island Campus is a modern 25,000 sq. ft., freestanding facility with seating for more than 300 and access to over 50 computers. A curriculum library, computer labs, three classrooms, seminar rooms, administrative offices, and a video conference room are housed in this building. Holdings include over 170,000 volumes, DVDs, videos and other instructional aids as well as over 600 online and print journals. Membership in the international bibliographic utility, OCLC (Online Computer Library Center), allows almost limitless access to available information. The hours of library service are adjusted to meet student need and are posted in the lobby as well as the library website.

Off-campus resources include the McEntegart Hall Library at St. Joseph's Brooklyn Campus with over 152,000 volumes. Callahan's memberships in both the Long Island Library Resources Council and Suffolk County Library Association facilitate cooperative relationships with other academic and special libraries on Long Island.

The new Business and Technology Center, opened in Fall 2002, contains over 150 state of the art computer workstations and flat monitors. "Smart classroom" technologies including internet access, DVD, VCR, projection systems and whiteboards have been installed in every new classroom and computer lab. A wireless "model classroom" offers emerging technologies in a flexible classroom environment. Videoconferencing facilities connect the two campuses, allowing for real-time distance learning in a small group setting.

An integrated online library system enables students to search for and check out books at either campus. Online databases and other electronic resources are available to students from either campus, or from their home computers.

The Clare Rose Repertory Theatre is an integral part of the development of St. Joseph's College and serves as a major teaching facility for the College's theatre courses, as well as the performance space for the College and local theatre productions.

A multi-story Academic Center has been created in the area formerly used as a gymnasium. This building contains eight classrooms, student lounges and office space, and a large meeting room.

The John A. Danzi Recreation/Fitness Center opened in Spring 1997. It includes a competition size swimming pool, aerobics studio, strength training room, fitness room, 12,000 square foot gymnasium and an elevated track.

In addition, the Campus features athletic fields, and parking facilities for more than 900 cars. This beautiful suburban setting provides a unique background for a satisfying intellectual, social, and extra-curricular collegiate experience.

ACCREDITATIONS AND MEMBERSHIPS

Accreditation

The following accredits the College:

Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104
(267) 284-5000

The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

National League for Nursing Accrediting Commission
3343 Peachtree Road, NE
Atlanta, Georgia 30326
(800) 669-1656
www.nlnac.org

The College's teacher education programs (Early Childhood, Childhood, Early Childhood: Disabilities, Childhood: Disabilities, Infant/Toddler Early Childhood Special Education; and Adolescence Education: Biology,

Chemistry (Brooklyn campus only), English, Mathematics, Social Studies, and Spanish) are accredited by the New York State Board of Regents (RATE).

New York State Education Department
5N Mezzanine, Education Building
89 Washington Avenue
Albany, New York 12234
(518) 474-5851

The College's programs are approved by the New York State Education Department for the training of veterans.

Memberships

The College is a member of many associations, including the following:

- American Council on Education
- Association of American Colleges and Universities
- College Entrance Examination Board
- Commission on Independent Colleges and Universities, State of New York
- Council for Adult and Experiential Learning
- Long Island Regional Advisory Council on Higher Education
- National Association of College and University Business Officers
- National League for Nursing
- Servicemembers Opportunity Colleges

ACADEMIC CALENDAR

Classes for the academic year 2009-2010 will begin on September 8, 2009, and for 2010-2011, classes will begin on September 7, 2010. To accommodate the needs of the adult population, courses are scheduled in varying patterns – days, evenings, and weekends – including fourteen weekday sessions, and six-week and twelve-week sessions. These are available for Fall and Spring semesters, with a variation of the pattern during the Summer and for the Long Island Campus Weekend College Trimester Program. Students should consult Web Advisor for a schedule of classes each semester for specific class meeting times and dates.

ADMISSION AND FINANCES

It is the policy of St. Joseph's College not to discriminate on the basis of race, color, religion, sex, national and ethnic origin, age, handicap, or marital status in its educational programs, admission policies, and employment policies, financial aid, or other school administered programs. This policy is implemented in compliance with Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973.

ADMISSION REQUIREMENTS

An applicant wishing to pursue a degree or certificate program within the School of Professional and Graduate Studies must be an adult with a bachelor's degree and be deemed capable of completing the requirements for the degree or certificate. Additional requirements for majors and certificate programs are indicated in the *Curricular Offerings* section of the catalogue.

APPLICATION PROCEDURE

See Curricular Offerings Section

INTERNATIONAL STUDENTS

Registration at St. Joseph's College is contingent upon admission to the college and acquisition of a valid student visa (F1) from the United States Immigration and Naturalization Service. For further information contact the Office of International Student Services at (718) 940-5830, or visit our website at www.sjcnyc.edu.

HEALTH AND ACCIDENT INSURANCE

(effective Spring 2010)

All full-time students will be required to carry Health and Accident Insurance. This fee will be charged in the Fall and Spring semesters. If a student is currently covered by another policy of greater or equal value, the SJC insurance may be waived. Waiver forms are available in the Dean of Students Office, on both campuses, or can be downloaded from the SJC website at www.sjcnyc.edu. Please read and follow all the instructions on the Waiver Form. This form must be completed and returned to the Office of Student Life each Fall by October 1. Health and Accident Insurance must be waived each year if not desired.

Students who were part-time in the Fall semester and full-time in the Spring semester: these student will automatically receive insurance coverage for the Spring and will automatically be charged in the Spring semester only. Any student already covered by another policy may complete and submit a waiver form to the Dean of Students Office by February 1, each spring.

INTERNATIONAL STUDENTS: International students who require insurance coverage in excess of the limited provided by the student accident and sickness plan can request enrollment in a plan tailored to the international student. International students who wish to participate in the International Plan must obtain an Enrollment Form from the Dean of Students Office.

St. Joseph's College Graduate Programs

Statement of Costs for Academic Year 2009-2010

A remittance of \$25 is payable when the application for admission is filed. The application fee is a service fee and is in no case refundable.

If a bank refuses a check for insufficient funds, a \$25 fee will be added to the total bill. (For extension agreement, contact the Business Office located on the first floor of Tuohy Hall 245 Building, Room 111, of the Brooklyn Campus, or, O'Connor Hall, Room 312, for the Long Island Campus.)

Graduate Tuition and Fees

Tuition (Effective Summer)		\$625 per credit
College Fee	- 1 to 7 credits	13 per credit
	- 8 or more credits	96 per semester
Technology Fee	- up to 7 credits	40 per semester
	- 8 or more credits	75 per semester
Mandated accident insurance		7.50 per semester
Non-matriculated students – see above.		
Total tuition charges and fees must be paid at registration.		

Special Fees

Laboratory Fee (Art, Bio, Chem., Physics, Psychology, and Nursing: consult course listing for specific fee)	\$20 - \$150
Graduation Fee (not including cap and gown)	\$125

Certificate Fee (per certificate at completion)	\$10
Late Registration Fee*	\$ 25
Make-up Examination Fee	\$ 25
Make-up Examination Late Fee	\$ 10
Change of Academic Program Fee (Add/Drop each form)*	\$ 20
Transcript Fee	\$ 5
Identification Card Fee	First ID free, replacement costs \$ 15
Fee for checks returned by bank	\$ 25
Tuition Extension Fee	\$ 25 - 100
Malpractice fee (Nursing Program)	additional fees may apply
Psychology Insurance fee (PSY 370, PSY 400 Long Island only)	\$ 35
Parking Fees Long Island Campus only	\$ 5 per semester
Brooklyn Campus (Optional: payment does not guarantee a spot)	
one course	\$15
two courses	\$30
three or more courses	\$40

Note: In addition to the \$25.00 non-refundable application fee, students must make a non-refundable tuition deposit at the time of registration. For full-time students a fee of \$250 is due, and for part-time students a fee of \$80 is due.

**Payable after the first class session*

TUITION POLICY

Students accepted for admission must make a tuition deposit at the time of registration. Full time students (12 or more credits a semester) pay \$250; part-time students pay \$80. (These amounts include a \$5.00 I.D. Card Fee.) The deposit is not refundable, but it will be credited toward the first term's tuition. In certain instances, the non-refundable tuition deposit paid by a first semester student may be applied to the next semester. A student's bill for tuition and fees is based on the number of credits for which a student intends to register, less applicable Financial Aid, Grants, or Scholarships for that semester. Scholarships or Student Aid may only be subtracted if all related applications and other information have been submitted on a timely basis. Payment of the remaining balance constitutes "Clearance" by the Business Office. The Business Office must clear bills for the semester before students may attend class. Students who do not receive financial clearance from the Business Office will not be officially registered at the College for that semester. Students may not enroll for a successive semester until their accounts have been completely satisfied. St. Joseph's College makes available several tuition financing options through tuition deferment programs. The two monthly budgeting programs the College offers are The Tuition Management System and Academic Management Services. Basically, these programs are designed to afford students the opportunity to pay their educational expenses in monthly installments. Students may elect to contract with either of these services for a nominal initial participation fee prior to or at the beginning of each new academic year. Students interested in either of the two plans may obtain brochures and applications in the Business Office. Additional information may

be received by calling AMS at 1(800) 635-0120 and The Tuition Plan at 1 (800) 722-4867.

Students who are unable to pay what is owed by the first day of class (other than those who are enrolled with either the Tuition Management System or Academic Management Services) will have their account automatically default to St. Joseph's College Tuition Extension Agreement. Unlike the other two deferment programs, under the St. Joseph's College Tuition Agreement, a finance charge will be assessed. Questions regarding the College's tuition policy should be addressed to the Bursar (Brooklyn Campus at (718) 940-5617 or Long Island Campus at (631) 687-4555.)

WITHDRAWAL FROM A COURSE OR FROM THE COLLEGE: TUITION REFUNDS

Withdrawal from the College may entitle a student to a refund of tuition, but not of fees. The date of withdrawal is considered when calculating refunds. Tuition liability is based on the date the change of program form is received by the Registrar. See *Curricular Offerings* Section for additional information on withdrawing from a course or the College.

The percentage of refund will be determined according to the following schedule:

<u>Withdrawal Effective</u>	<u>Weeks (Fourteen-week)</u>	<u>% of Refund</u>
Prior to First Class Meeting		100%
After First and After Second Class Meeting		80%
After Third Class Meeting		60%
After Fourth Class Meeting		40%
After Fifth Class Meeting		20%
After Sixth Class Meeting		0%

<u>Withdrawal Effective</u>	<u>Every Other Week Classes</u>	<u>% of Refund</u>
Prior to the First Class Meeting		100%
After First Class Meeting		80%
After Second Class Meeting		60%
After Third Class Meeting		20%
After Fourth Class Meeting		0%

The rate of refund for any unique class scheduling configuration is prorated according to the above refund schedule.

This schedule does not apply to the tuition deposit required of first time students. This deposit is non-refundable. In the absence of written notification, the Dean determines the date of withdrawal. Refunds of financial aid awards, student loans, etc., are not refundable until the College has received the actual funds and the student's eligibility for the funds has been determined.

Federal Title IV recipients should see the Return of Title IV Funds Section of this catalogue.

A refund will not be granted to a student who is dismissed or who with-

draws while under disciplinary action.

A student who feels that his/her individual circumstances warrant an exception to the College's refund policy may submit a written appeal for special consideration to the Controller, Matthew Brellis. The Controller's decision is subject to appeal to the Chief Financial Officer, John C. Roth.

In order to initiate a request for a refund, a student must complete a Refund Application Form at the Business Office, or apply by mailing a written request bearing the student's signature to the Business Office after the fifth (5) calendar week into the semester.

It is necessary to allow for a minimum of 10 business days for processing the refund application and for preparing the refund check, which may be picked up at the Business Office or, upon request, may be mailed to the student.

AWARDING OF DEGREES AND GRADUATION

Graduation exercises are held annually in June. Degrees, however, are granted three times a year (August, January, June). August and January graduates may elect to receive their diplomas in February or wait until commencement.

Students who require proof of graduation prior to commencement may request a letter of completion and/or transcript from the Registrar.

Students who miss the deadline for graduation application will not receive diplomas until two months after the date of graduation.

Any change in program stated on the graduation application must be brought to the attention of the Registrar.

FINANCIAL AID

APPLICATION PROCEDURES

To be considered for federal, state and institutional sources of financial aid, students should follow these procedures each academic year.

1. Complete the Free Application for Federal Student Aid (FAFSA) designating St. Joseph's College as a recipient. The student will be asked to enter the appropriate St. Joseph's College federal school code.

Brooklyn Campus: 002825

Long Island Campus: E00505

The FAFSA may be completed online at www.fafsa.ed.gov, or a paper FAFSA may be completed and mailed in to the Federal Student Aid Processor.

2. If the student's FAFSA is selected by the processor for verification, the student will be asked to provide additional documentation to the Office of Financial Aid. The documentation will be compared to the FAFSA, and corrections will be made as necessary. The Office of Financial Aid must be in receipt of the documentation, and all necessary corrections must be made before payment of awards can be disbursed.
3. Priority for certain financial aid programs will be given to students who adhere to the following recommended filing dates:

Summer entering students:	February 25
Fall entering students:	March 15
Spring entering students:	November 1
Continuing students:	April 30

Requirements and Responsibilities of Student Aid Recipients

All students who receive financial aid are responsible for understanding the academic standards they must meet in order to maintain eligibility for specific programs. Federal financial aid recipients should consult the Federal Financial Aid Programs section of this catalogue. Recipients of St. Joseph's College scholarships and grants should consult the St. Joseph's College Financial Aid Programs section of this catalogue. New York State financial aid recipients should consult the New York State Financial Aid Programs section of this catalogue.

Students must notify the Office of Financial Aid in writing of the amounts and sources of any outside aid that they may be receiving. For example, students should inform the Office of Financial Aid about a scholarship that they may be receiving from a community organization.

St. Joseph's College Graduate Program 2009-2011 Student Expenses

In order to aid in financial planning, the Office of Financial Aid has provided the following table of estimated costs at St. Joseph's College. All costs are subject to change.

Institutional Costs

Tuition		\$625 per credit
College Fee	(1 – 7 credits)	\$13 per credit
	(8 – 11 credits)	\$96 per semester
Mandated Accident Insurance		\$7.50 per semester
Technology fee	(1 – 7 credits)	\$40 per semester
	(8 – 11 credits)	\$75 per semester

Non-Institutional Costs (estimated)

Books and Supplies	\$250 per semester
Personal Expenses	\$500 per semester
Transportation	\$900 per semester
Independent Living Expense	\$3150 per semester

FEDERAL FINANCIAL AID PROGRAMS

To receive federal financial aid assistance, a student must: 1) have a high school diploma or a General Education Development (GED) certificate, pass a test approved by the U.S. Department of Education, meet other standards your state establishes that the Department approves, or complete a high school education in a home school setting that is treated as such under state

law; 2) be working toward a degree or certificate in an eligible program; 3) be a U.S. citizen or eligible non-citizen; 4) have a valid Social Security Number (unless you're from the Republic of the Marshall Islands, the Federated States of Micronesia, or the Republic of Palau); 5) register with the Selective Service if required; 6) maintain satisfactory academic progress once in school; 7) certify that you are not in default on a federal student loan and do not owe money on a federal student grant; and 8) certify that you will use federal student aid only for educational purposes.

Satisfactory Academic Progress Policy for Federal Financial Aid Recipients

Satisfactory academic progress is defined as proceeding toward successful completion of degree requirements. The St. Joseph's College Office of Financial Aid is required by federal regulation to determine whether a student is meeting the requirements. The official record of the St. Joseph's College Registrar is reviewed to determine student compliance with this Policy. **Satisfactory Academic Progress is reviewed and determined at the conclusion of each semester. Students enrolled in certificate programs will be evaluated at the mid-point of their program.**

This Policy pertains only to applicants for federal assistance. A recipient of an St. Joseph's College institutional scholarship, tuition remission, or an institutional grant must meet the eligibility requirements of the respective program. The New York Tuition Assistance Program (TAP), as well as any other state sponsored programs, has their own, specific progress policies. We encourage you to review the Office of Financial Aid website. If you have questions about the monitoring of satisfactory progress not addressed in this policy, please contact our office.

Satisfactory Academic Progress Requirements-

Not exceed a maximum number of hours to complete the degree program:
Undergraduate students must not exceed 192 credits.

Graduate students must not exceed 54 credits.

Students enrolled in certificate programs must not exceed 36 credits.

Maintain a cumulative Graduation/Retention Grade Point Average:

Undergraduate students must maintain a cumulative GPA of 2.0.

Graduate students must maintain a cumulative GPA of 3.0.

Successfully complete at least 75% of the total cumulative hours attempted. This includes **all courses attempted at St. Joseph's College as well as courses transferred into St. Joseph's College that are applicable to a student's program.** For example, a student who has attempted a cumulative total of 55 hours must have successfully completed at least 41 credit hours to meet the requirement ($55 \times .75 = 41.25$; round decimals down to whole numbers).

Courses/Grades Used in Determining Satisfactory Academic Progress:

All coursework attempted, including any dropped, repeated, reprieved or remedial courses or withdrawals recorded on the St. Joseph's College Transcript at the time of the progress check are considered when determining if the student has exceeded the maximum number of hours for degree completion and has completed 75% of the total cumulative hours attempted.

The following grades indicate successful completion of a course: "A," "B," "C," "D," or "P".

The following grades indicate a course was not successfully completed: "F", "I", "AB", "WD", "WF", "WU", "FN", "NC", or a course for which a grade was not entered.

Audit courses are not counted in the total hours attempted for any semester or as successful completion of a course. Independent study, correspondence and extension courses may count toward successful completion of hours attempted if they are completed by the last day of the semester. For information about eligibility and payment of aid for these types of courses, please contact the Financial Aid Office.

Transfer coursework must be reflected on the St. Joseph's College Transcript to be considered for purposes of financial aid eligibility

Failure to Maintain Satisfactory Academic Progress:

A student who exceeds the maximum number of hours allowed for degree completion will be suspended from future financial aid until the reason for the excessive hours can be adequately documented.

A student who either fails to achieve the required cumulative Graduation/Retention GPA, or to complete at least 75% of the total hours attempted, will be placed on financial aid probation for the following academic semester of enrollment at St. Joseph's College.

A student may receive financial aid while on probation. At the end of the probationary period, if a student is meeting the Satisfactory Academic Progress requirements, he/she will regain unconditional eligibility for federal financial aid programs. If a student has not met the requirements, he/she will have eligibility for federal financial aid suspended. Please see below.

Financial Aid Suspension:

A student denied assistance based on the Satisfactory Academic Progress Policy may submit a written appeal to the Financial Aid Appeals Committee. An appeal form is included in the suspension notification letter. The appeal and supporting documentation must be received in the St. Joseph's College Financial Aid Office by the deadline reflected in the suspension notification letter. The appeal should speak **in detail** to mitigating or extenuating circumstances that affected the student's academic performance, i.e., severe physical injury or mental trauma.

A student suspended for exceeding the maximum hours allowed for degree completion should also have the academic advisor complete the "Remaining Hours Required for Degree Completion" form if extenuating circumstances require the student to exceed the maximum hours limit. The form is included in the suspension notification letter.

Action taken on a financial aid appeal is final and is transmitted to the student in writing by the Financial Aid Appeals Committee. Depending upon the timeliness of the appeal, it is possible for a student to have an appeal denied and also not be entitled to a refund of charges if the student chooses to withdraw from classes. A student who enrolls and attends class whose appeal is subsequently denied will be eligible for a refund of charges based solely on the refund policy in the in the St. Joseph's College Catalog.

A student suspended for reasons other than exceeding the maximum number of hours for degree completion who does not appeal, or whose appeal is denied, may be reinstated on a probationary basis by meeting **both** of the following criteria:

1. Achieve the required cumulative Graduation/Retention GPA or the required Semester GPA (Undergraduate = 2.00; Graduate = 3.00); and,
2. Successfully complete 75% of the total cumulative hours attempted or 75% of the hours attempted for that semester.

A student may regain eligibility by attending St. Joseph's College for the academic year **without the benefit of federal financial aid** and meeting the SAP eligibility criteria. A student may also regain eligibility by transferring work into St. Joseph's College from an accredited institution. Transfer work must be reflected on the St. Joseph's College transcript to be considered for purposes of federal financial aid eligibility.

Withdrawal from the College (Return of Title IV Funds)

Federal financial aid is awarded to a student under the assumption that the student will attend school for the entire period for which the aid is awarded. When a student withdraws from the college, he or she may no longer be eligible for the full amount of federal aid originally awarded. If a federal financial aid recipient withdraws after beginning attendance, and before the 60% point in the term, the amount of federal grant and/or loan assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, the student may be entitled to a post-withdrawal disbursement.

Federal Stafford Loans

Federal Stafford Loans are awarded to undergraduate and graduate students who are enrolled at least half-time in an approved program of study. Federal Stafford Loans are either Subsidized or Unsubsidized. Subsidized loans are awarded on the basis of financial need, and the government pays the interest on subsidized loans while a student is in school, in a grace period, or in deferment. Unsubsidized loans are not based on financial need and a student is responsible for the interest from the time the loan is disbursed. A student can either pay the interest or allow it to accumulate and be capitalized. Capitalizing interest will increase the amount that a student must repay. Stafford Loans have annual and aggregate loan limits based on grade level, dependency status and level of study.

Federal Graduate/Professional PLUS Loans

Federal Graduate/Professional PLUS Loans are available to graduate students who are enrolled at least half-time (six credits per semester), and who have applied for and exhausted the annual maximum loan eligibility under the Federal Subsidized and Unsubsidized Stafford Loan Program. The annual loan limit is the student's cost of attendance minus any other aid received. A credit pre-approval is required of borrowers.

Federal Work-Study Program

The federal work-study program provides part-time employment funds for college students with financial need. Work-study positions are awarded based on financial need and availability of funds. Students earn a monthly paycheck for work performed. Please visit the Office of Financial Aid for more information.

New York State Financial Aid Programs

For additional information on any New York State Programs, including questions of eligibility, please contact New York State Higher Education Services Corporation (NYSHESC) at (888) NYS-HESC or visit their website at www.hesc.org.

Individuals with Disabilities

Students who are medically diagnosed with a physical, developmental or emotional disability may be eligible for a grant that would help cover tuition, fees and the cost of books. Please contact the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) for more information, or visit their website at www.vesid.nysesd.gov.

ST. JOSEPH'S COLLEGE FINANCIAL AID PROGRAMS

SJC Alumni Graduate Academic Excellence Award

St. Joseph's College graduates who completed their bachelor's degree with a final cumulative GPA of 3.4 or higher, and who are admitted to a Graduate Program at St. Joseph's College may be eligible for the one-credit SJC Alumni Graduate Academic Excellence Award. Eligible students are entitled to a one-credit tuition grant in the first fall semester of matriculation as a graduate student. Consult the Office of Admissions for applicable conditions and procedures.

SJC Graduate Alumni Tuition Grant

Students who earned their bachelor's degree from St. Joseph's College and who are enrolled in a Graduate Program at St. Joseph's College may be eligible to receive a three or six credit tuition grant. Students eligible for a six-credit grant are entitled to a three-credit tuition grant in the fall semester and a three-credit tuition grant in the spring semester of their last year. If students are eligible for a three-credit grant, the grant will be awarded in the last semester (excluding summer). Consult the Office of Admissions for applicable conditions and procedures.

NYC Uniformed Personnel Tuition Grant

St. Joseph's College will award grants to uniformed professional and civilian members of the New York City Police Department, Fire Department of the City of New York, New York City Department of Correction and New York City Court Officers. Consult the Office of Admissions for applicable conditions and procedures.

ACADEMIC LIFE

DEGREE PROGRAMS

St. Joseph's College offers the following graduate degree programs, which are registered with the New York State Education Department.

SCHOOL OF PROFESSIONAL AND GRADUATE STUDIES *administers the following graduate programs:*

MASTER OF SCIENCE in Human Services Management and Leadership. This 30-credit program provides professionals with a comprehensive management education that focuses on significant human services issues.

MASTER OF SCIENCE in Management. This 36-credit curriculum consists of a 24-credit core in Management plus a 12-credit concentration in Organizational Management, Health Care Management or Human Resources Management.

DUAL BACHELOR OF SCIENCE in Organizational Management and **MASTER OF SCIENCE** in Management with a concentration in Human Resources Management. This 152-credit accelerated curriculum fosters the application of theoretical knowledge in support of developing organization's human resources.

EXECUTIVE MASTER OF BUSINESS ADMINISTRATION. This 36-credit program allows students with substantial work experience to apply graduate-level management and financial theory to workplace issues and problems.

DUAL BACHELOR OF SCIENCE in Organizational Management and MASTER OF BUSINESS ADMINISTRATION. This 152-credit accelerated curriculum fosters the application of theoretical knowledge in support of developing organization's human resources.

MASTER OF BUSINESS ADMINISTRATION in Accounting. This 36-credit program stresses both the study of graduate accounting topics and the development of managerial effectiveness.

DUAL BACHELOR OF SCIENCE in Accounting and MASTER OF BUSINESS ADMINISTRATION in Accounting. This 152-credit program stresses both the study of graduate accounting topics and the development of managerial effectiveness. It satisfies the 2009 education requirements for C.P.A. licensure and is registered with the New York State Education Department, Office of the Professions.

MASTER OF BUSINESS ADMINISTRATION in Health Care Management. This 36-credit program is designed to provide health care professionals with a comprehensive management education that focuses on current issues in the health field.

DUAL BACHELOR OF SCIENCE in Health Administration and MASTER OF BUSINESS ADMINISTRATION in Health Care Management. This 152-credit accelerated curriculum fosters the application of theoretical knowledge to real-world health care issues

MASTER OF SCIENCE with a Major in Nursing.

This is a part-time, cohort-based program that can be completed in seven semesters of study. The program offers a choice of two concentrations: Clinical Nurse Specialist in Adult Health or Nursing Education. All students will also be required to successfully complete a comprehensive examination with a grade of B or higher to graduate. The program is registered with the New York State Education Department, Office of the Professions.

GRADUATE CERTIFICATES

The following graduate certificates, which are registered with New York State Education Department, are offered by the Office of Graduate Management Studies: Health Care Management (15 credits) and Human Resources Management (15 credits).

THE SCHOOL OF ARTS AND SCIENCES administers the following graduate programs:

MASTER OF ARTS in Infant/Toddler Early Childhood Special Education
The program is designed for those interested in obtaining a Master of Arts degree with certification in Early Childhood Special Education. The graduate program consists of 36 credits. Students must complete the 36 credits, which includes one semester or summer session in a full time fieldwork placement, and a Master's thesis.

MASTER OF ARTS in Literacy and Cognition

The program addresses the challenges of teachers in the area of Literacy and Cognition. The 36-credit program consists of 12 credits of core courses and 24 credits of courses that link literacy instruction to the New York State Learning Standards on the level of birth through grade six. This part-time program leads to New York State Certification in Literacy-Birth to Grade 6.

MASTER OF ARTS in Special Education with Annotation in Severe and Multiple Disabilities

The Master of Arts Program in Childhood or Adolescent Special Education with Annotation in Severe Multiple Disabilities provides the student with basic core courses (12 credits) and courses that link Special Education to the New York State Learning Standards in the area of Special Education as well as Severe Multiple Disabilities. The 36-credit program includes a research component.

For all Graduate degrees and certificates, a cumulative index of 3.0 is required.

ACADEMIC POLICIES

Repeated Courses

A student who receives an unsatisfactory grade in a course specifically required for the degree, for the major, or for the certificate program may request departmental approval to repeat the course.

In such cases, the Chairperson or Director may permit the student to repeat a course in order to demonstrate mastery of the subject. Both the original grade and the repeated grade will appear on the transcript. Credit will be given only once for the course, and only the most recent grade will be calculated in the index. Student is liable for the tuition incurred for repeated courses. (See Curricular Offerings Section.)

Attendance

Students are expected to attend regularly and punctually all classes in which they are registered. Students who must be absent for an extended period of time are urged, therefore, to contact the individual instructor or the academic advisor concerning class work, assignments, and announced quizzes.

At the same time, the faculty recognizes that on occasion students cannot be present. Because faculty members have confidence in the maturity of the student body and recognize the personal growth, which comes through responsible freedom, the faculty has vested all members of the student body with personal responsibility for their attendance.

The faculty wishes to emphasize that students are equally responsible with them for creating a climate of inquiry and sharing. True education results only from active involvement in the learning process.

(See Curricular Offerings Section for additional information.)

Students will not be permitted to register for a class after the first class session.

Withdrawing from Courses

A student who wishes to withdraw from a course in which he or she is registered, should obtain the official form from the Registrar and follow the procedure outlined. Ordinarily, withdrawal may take place up to the midpoint of the term or session; thereafter, only for a most unusual reason and with the approval of the Academic Dean. A fee of \$20 for each form is charged beginning the first day of class. Students are advised to investigate the implications of withdrawing from courses on their eligibility for financial aid.

A student who does not withdraw officially from a course continues on the class register and must satisfy the requirements of the course. A student who ceases to attend a course before the midpoint of the semester will be withdrawn at the end of the semester and will receive a grade of WU. A student who ceases to attend a course after the midpoint will receive a grade of FN (Failure for non-attendance). A student who is failing a course and wishes to withdraw after the midpoint will receive a grade of WF (Withdrew failing).

The time of the withdrawal is considered when calculating refunds. Tuition liability is based on the date the change of program form is received by the Registrar. (See *Curricular Offerings Section*.)

Courses at Other Colleges

Students who have reason to take courses for credit at other colleges should file the appropriate form in the Registrar's office. The decision to allow a student to take such courses is made by the Dean in consultation with the Department Chairperson or Director. The College reserves the right to refuse permission or to limit the number of such courses.

When the courses have been completed, students are responsible for having an official transcript sent to the Registrar. Although the grades are not entered on the transcript nor included in the cumulative index, no credit will be allowed for a course with a grade below B. (See *Curricular Offerings Section*.)

Academic Standing

At the end of each semester the Registrar reviews the record of every student and refers to the individual departments, those who have failed to maintain an index of 3.0 and/or who have failed to complete successfully the minimum number of credits for their enrollment status. The faculty members endeavor to determine the causes of the academic difficulty and may require adjustments to the program.

Students who continue to achieve below the required index of 3.0 and/or who have failed to complete successfully the minimum number of credits for their enrollment status may be required to withdraw. Students who have been asked to withdraw may represent to the Dean, in person, or in writing, any relevant circumstances.

Changes in Concentration, Degrees, and Certificates.

(See *Curricular Offerings Section*.)

Change of Program

(See *Curricular Offerings Section*.)

GRADES AND REPORTS

Transcripts of courses and grades are issued at the end of each term. The final grade in each course is based on the class mark, weighted as 60-75% of the total, and the final exam mark, weighted as 25-40%. Grades are interpreted as follows:

<u>Quality</u>	<u>Grade</u>	<u>Percentage</u>	<u>Quality Points</u>
Excellent	A	93.0-100	4.0
Excellent	A-	90.0-92.9	3.7
Good	B+	87.0-89.9	3.3
Satisfactory	B	83.0-86.9	3.0
Unsatisfactory	B-	80.0-82.9	2.7
Unsatisfactory	C+	77.0-79.9	2.3
Unsatisfactory	C	73.0-76.9	2.0
Unsatisfactory	C-	70.0-72.9	1.7
Unsatisfactory	D+	67.0-69.9	1.3
Unsatisfactory	D	63.0-66.9	1.0
Unsatisfactory	D-	60.0-62.9	0.7
Unsatisfactory	F	Below 60.0	0.0

GRADE DESIGNATION

WD: Withdrew without penalty

WF: Withdrew failing

WU: Unofficial withdrawal without penalty

FN: Failure for non-attendance

*see Page 23 (*Academic Life: Withdrawing from Courses*)

EXAMINATIONS

Final examinations are held at the end of each semester. Exceptions to this procedure require the approval of the Dean.

Genuine emergency such as illness is the only excuse for absence from an examination. Documentation of the emergency may be required. A student who is absent from a final examination must call the Registrar on the day of the exam, giving the reason for the absence. Within one week, the student must write to the Dean, stating the reason for the absence and requesting a make-up exam. A fee of \$25 is required for each make-up examination. The date, and time, of the examination will be determined by the department. Students must take the make-up exam at the time specified. A student who is absent from a make-up exam will receive a grade of zero for the exam.

INCOMPLETE COURSEWORK

The following procedures regarding incomplete coursework will be strictly enforced. An extension of time to complete coursework will be granted only when unusual, extenuating circumstances exist, and **only after consultation with the instructor**. It is the responsibility of each student to keep his or her instructor informed of reasons for late submission of coursework. After the instructor approves the student's written request for an extension of time, the instructor will sign and submit the required form to the Registrar's Office. If any coursework is missing at the end of a semester and there is no

Incomplete Form on file, the Registrar's Office will mail an Incomplete Form to the student. The student must complete the form and mail it back to the Registrar's Office immediately for approval. The College will obtain signatures from the faculty member and Dean. Proof of extenuating circumstances may be required before approval is granted. (See *Curricular Offerings Section for incomplete coursework dates*.)

It is the responsibility of the student for whom such an exception has been granted to submit all missing coursework to the Director, or Associate Director, before the dates listed below:

NOTE: The dates that are included in the Curricular Offerings section will pertain regardless of whether or not Incomplete Forms have been submitted, mailed, or returned.

All coursework must be completed prior to the day of graduation.

The instructor reserves the right to reduce the grade on incomplete coursework in addition to any other reduction in grade already imposed for late submission of coursework. Failure to comply with the above procedures and timelines listed in the Curricular Offerings Section will result in a student receiving a zero for the missing coursework.

Registration for the following semester will typically be restricted as follows:

- Registration will be restricted to six credits (or fewer credits depending upon other grades) for students with one incomplete grade in the prior semester.
- Students with more than one incomplete grade in a prior semester will not be permitted to register for the following semester.
- Students with incomplete grades in more than one semester will not be permitted to register in subsequent semesters without approval of the Chair or Director, and Dean. Students with a pattern of incomplete coursework (and absences from finals) may be required to withdraw from the program.

WITHDRAWAL FROM THE COLLEGE

Students who plan to withdraw from the College should consult an advisor and then submit written notification of withdrawal. All financial obligations to the College must be fully paid before students may withdraw or graduate in good standing. In addition, students who have received a scholarship or loan must have an exit interview with the Financial Aid Officer. (See Financial Aid). It is important for financial aid purposes that the last date of attendance be officially recorded. The Administration of the College may require the withdrawal of students whose academic record or conduct is judged unsatisfactory.

Students who have been inactive for two semesters or more should consider themselves withdrawn. If they wish to later re-enroll at the College, they will be required to be readmitted and will be subject to all the requirements and procedures in force upon their subsequent readmission.

St. Joseph's College is under no obligation to readmit students who have withdrawn from the College or who have been asked to withdraw.

PROCEDURE FOR APPEALING GRADES

1. For final grade appeals, students must initiate the process within thirty, (30) calendar days from the time that student grades are posted.
2. If a student wishes to appeal a grade, the appeal should be directed to the Director or Chair. The student will be encouraged to meet with the instructor, with the arrangements made by personnel of the department.
3. In the event that the student and the instructor do not confer, or the matter cannot be resolved through discussion, the student will contact the Director or Chair.
4. Students must submit the complaint in writing to the Director or Chair. All relevant materials should be submitted at this time.
5. The Director or Chair, in cooperation with the Registrar, will secure all tests, papers, attendance records, grade breakdowns and outlines.
6. If the challenge is straightforward, i.e., a mathematical discrepancy or a question of mathematical computation, the matter will be handled by the Director or Chair, who will inform the instructor of the need to correct the grade.
7. If the question is a qualitative one, the appropriate Department Chair or Director will review the matter with the faculty member. If the Chair or Director and the faculty member are in agreement about the appropriate grade, the faculty member will either change or retain the grade, and the student will be contacted.
8. If, however, the matter cannot be settled by agreement between the instructor and the Chair or Director, or if the student disagrees with the decision reached in step 7 above, the decision may be appealed to the appropriate Dean, who may seek consultation with objective parties as needed. The student may submit a copy of the written complaint to the appropriate Dean, who will meet with him/her within fifteen (15) school days or receipt of the complaint. The Dean will render a decision in writing, usually within ten (10) school days after the meeting with the student.

See Curricular Offerings for Grade Appeal Procedures for Nursing.

STUDENTS RIGHT TO PRIVACY AND ACCESS TO RECORDS

Public Law 93-380, usually titled "Family Educational Rights and Privacy Act," or more often known simply as the Buckley Amendment, prohibits release of any material in a student's file without the written consent of the college student. This law also affords students the right to review the contents of their official academic folders, except for those documents excluded by Law 93-380, as amended.

Students who wish to inspect their folders are required to complete the REQUEST FOR DISCLOSURE OF STUDENT FILE INFORMATION. These forms are available in the Registrar's Office and in the Office of the Academic

Dean. Students, who wish to challenge the contents of their folders as inaccurate, misleading, or inappropriate, should follow the informal and formal proceedings outlined in the current Student Handbook.

STUDENT COMPLAINTS

A student who has a complaint about an academic matter should know the procedures set forth in the Student Handbook under Student Grievance Procedures in Academic Matters. No adverse action will be taken against any student who files a complaint.

BIAS RELATED CRIMES

In compliance with Section 6436 of the Education Law, St. Joseph's College adopts the following policies and procedures:

All actions against persons or property, which may be considered bias crimes are unequivocally prohibited at all times in any college owned or operated property, or at any college sponsored activities.

Bias crimes may be defined as any form of unlawful harassment or other harmful behavior such as assault which is based on an individual's sex, race, national origin, disability, veteran status, or on any individual's status in any group or class protected by applicable federal, state, or local law.

The penalties for committing such crimes will include reporting the incident to the appropriate authorities so that an independent investigation can be conducted. The College will also undertake an investigation of the incident, in keeping with the guidelines published in the Student Handbook. The procedures for dealing with bias related crimes will be the same as those outlined for grievances relating to allegations of sexual harassment and all other forms of unlawful harassment and discrimination.

The Office of Counseling will provide support services for victims of bias related crime, and will make appropriate referrals to outside agencies.

Bias related crime on college campuses occur when a lack of familiarity with people who are different, or who belong to groups that others are uncomfortable with, evolves into a hostile environment. In a college setting many young people come together and encounter people of different cultures and backgrounds for the first time. Because the students bring biases and attitudes from their past experiences, the possibility of bias related crimes must be recognized and every effort must be made to provide opportunities for open and honest dialogue and sharing.

The College provides information about security procedures through a brochure that is distributed to all incoming students and new employees, as well as frequent updates in campus newsletters and publications.

CAMPUS SAFETY STATISTICS

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. The US Department of Education web site address for campus crime statistics is:

<http://www.ed.gov/admins/lead/safety/campus.html>

The College has designated campus contacts that are authorized to provide campus crime statistics.

Long Island Contact Person:
Paul Casale, Director of Security, (631) 687-2692

Brooklyn Contact Person:
Michael McGrann, Director of Security, (718) 940-5741

The College shall provide a hard copy mailed to the individual within 10 days of the request and that information will include all of the statistics that the campus is required to ascertain under Title 20 of the U.S. Code Section 1092 (f).

It is the responsibility of all students to inform the College of any change in their mailing address. Failure to do so relieves the College of any liability in the event that that students do not receive important correspondence.

Curricular Offerings

Graduate Management Studies

Mary Chance, C.P.A.; M.S.T., Director

Linda F. Fonte, M.S., Associate Director, Brooklyn Campus

K. Candis Best, J.D.; Ph.D., Co-Director, Human Services Management and Leadership

Carolyn Gallogly, Ph.D., Co-Director, Human Services Management and Leadership

PROGRAM DESCRIPTION

The Graduate Management Studies programs were designed to provide working adults opportunities to learn and apply advanced managerial theory and practices, while promoting the business leadership competencies required for successful performance in the corporate, not-for-profit, healthcare, and public service sectors. These programs emphasize the development of the specific abilities associated with superior managerial performance, and the application of theoretical and quantitative knowledge to real-world business situations. Every course emphasizes ethical behavior and social responsibility.

Graduate Management Studies Degree and Certificate Programs:

- Executive Master of Business Administration (*36 credits*)

This program allows students with substantial work experience to apply graduate-level management and financial theory to workplace issues and problems. Also available in the online format.

- M.S. in Management (*36 credits*)

The curriculum of this program includes a 24-credit business core plus a 12-credit concentration in Organizational Management, Health Care Management, or Human Resources Management. This program is designed for students who desire a concentration in a specialized area of study.

- M.B.A. in Accounting (*36 credits*)

This unique program stresses both the study of graduate accounting topics and the development of managerial effectiveness. It satisfies the revised education requirements for C.P.A. licensure, which took effect in 2009, and is registered with the New York State Education Department, Office of the Professions.

- M.B.A. in Health Care Management (*36 credits*)

This program is designed to provide health care professionals with a comprehensive business education that focuses on real-world health care issues. It emphasizes the economic, legal, regulatory, managerial, political, social and historical aspects of the health care industry in order to prepare practitioners for senior managerial positions in health care management.

- M.S. in Human Services Management and Leadership (*30 credits*)

This program is designed to provide professionals with a comprehensive management education that focuses on real-world human services issues. This program will emphasize the financial, legal, regulatory, managerial, political, social, and historical aspects of the human services field in order to prepare practitioners for senior managerial and leadership positions in human services.

- Advanced Certificate in Human Resources Management (*15 credits*)

The Human Resources Management Certificate program provides practitioners with advanced study of current human resources trends and practices. An emphasis is placed on understanding the role of human resources within an organization, and developing human resources plans consistent with an organization's strategic objectives.

- Advanced Certificate in Health Care Management (*15 credits*)

The Health Care Management Certificate program emphasizes the identification, analysis, and solutions of complex issues and problems facing the health care professional today. Students learn to evaluate techniques and develop strategic thinking skills so they can lead effectively, improve quality, increase productivity, and manage costs within their health care organizations.

MISSION AND GOALS

The mission of the St. Joseph's College Graduate Management Studies Program is to promote ethical leadership and managerial effectiveness in organizations. Toward this end, the program provides students with a theoretical grounding in the functional knowledge areas of business, and provides them opportunities, through projects involving issues within an actual organizational environment, to develop within themselves the abilities associated with superior, ethical managerial performance.

To accomplish this mission, the Graduate Management Studies Program has established the following goals:

- To support growth in the functional knowledge areas, and to foster the specific abilities associated with superior managerial performance

- To provide opportunities for students to develop the managerial abilities and to apply the concepts and skills from each course to work-place or industry issues
- To enable students to participate as part of management teams
- To involve students in the educational process as self-directed learners
- To endorse ethical behavior and social responsibility as foundations of managerial practice
- To promote diversity in the workplace

ADMISSION REQUIREMENTS

All applicants for admission to the Graduate Management Studies Programs will possess a baccalaureate degree from an accredited institution of higher education with an undergraduate grade point average of 3.0. In addition, applicants typically will be required to be employed in a fulltime position and will have substantial work experience involving supervision, program development, specialized training, considerable responsibility and/or independent judgment. In those cases where an E.M.B.A. or M.B.A. applicant's experiential qualifications fall short of the aforementioned criteria and in cases deemed appropriate by the Director, the GMAT will be required. Applicants will also be required to complete the necessary undergraduate prerequisites in advance of the specific graduate courses for which they are required.

ADMISSION PROCEDURES

Application Procedures

Candidates must submit:

1. An application accompanied by a non-refundable fee of \$25.
2. A current resume, which includes chronological dates of employment and descriptions of responsibilities.
3. *Two completed Letter of Reference forms: one from an academic source and one from a professional source (preferred) or two from professional sources.
4. *Completed Verification of Employment form with verification letter outlining designated duties from current (or previous) employer.

Additional Items Needed for the Admission Decision

1. Please arrange to have official transcripts of all your undergraduate and graduate work sent directly to the Office of Admissions at your first opportunity.
2. *Official GMAT score report, if required.

*Note: These items are not required for graduate certificate applications.

Admission Process

1. Applicants must arrange for an interview with the Graduate Admissions Office by calling the Brooklyn Campus at 718.940-5800 or the Long Island Campus at 631.687-4500.
2. At the time of the interview, the applicant will be required to complete a written statement of approximately 250 words. The essay should

address and provide an example or examples of how management/leadership theory acquired at the undergraduate level has been subsequently applied by the applicant to improve his or her managerial effectiveness. If the applicant did not receive an undergraduate business degree, the essay should describe and provide an example or examples of the management/leadership techniques used by the applicant to manage effectively.

3. New York State requires all students born on or after January 1, 1957 to be immunized against measles, mumps and rubella. Proof of immunity must be submitted to the Office of Admissions prior to enrollment. In addition, students must complete a Meningococcal Meningitis Vaccination Response Form as required by New York State Public Health Law.

TRANSFER OF PRIOR COURSEWORK

A maximum of six credits (three credits for a certificate) from another accredited graduate program will be considered for acceptance by St. Joseph's College provided the following conditions are met:

The course(s) is substantially equivalent to a course in the St. Joseph's College Graduate Management Studies program. The Director will make this determination. An official transcript must be provided before a final decision is rendered. A grade of B or better must have been earned within the last five years for the course(s) under consideration. Grades of "P" or Pass are not accepted.

St. Joseph's College reserves the right to accept credit in a way best calculated to preserve the integrity of its own degree.

ATTENDANCE

Students will not be permitted to register for a class after the first class session. If students have registered in advance but have missed the first two class sessions, they will be encouraged to withdraw from the class. The reason for this is the compressed nature of the Graduate Management Studies program-scheduling configuration, and the difficulty encountered by students attempting to make up missed work.

Students should understand that if they insist on staying in the class under these circumstances, they accept the responsibility of their decision. They should also understand that it will be difficult for them to make up the missed work, the instructor is under no obligation to help them make up the missed material, and that their final grades may be affected both from the standpoint of material missed and class participation opportunities forfeited.

CHANGE OF PROGRAM

Students who wish to change their concentration or degree or to add a degree or concentration must submit this intent in writing to the Director/Associate Director. Please note students must have a minimum overall GPA of 3.0 in order to add a second degree. Students must then meet with an advisor to plan a new program. Change of concentration or degree should

be effected before the period of programming for the following term.

Matriculating students do not receive a certificate in their area of concentration. They may, however, apply to a certificate program that is outside their concentration. (MS students pursuing a Health Care concentration may apply for a Human Resources certificate, for example.)

Matriculating students applying to a certificate program must complete an Addition of Concentration form.

If a student graduates with a certificate in addition to the degree, the student receives a diploma and a certificate.

PROCEDURES FOR INCOMPLETE COURSEWORK

The following procedures regarding incomplete coursework will be strictly enforced. An extension of time to complete coursework will be granted only when unusual, extenuating circumstances exist, and only after consultation with the instructor. It is the responsibility of each student to keep his or her instructor informed of reasons for late submission of coursework. After the instructor approves the student's written request for an extension of time, the instructor will sign and submit the required form to the Registrar's Office. If any coursework is missing at the end of a semester and there is no Incomplete Form on file, the Registrar's Office will mail an Incomplete Form to the student. The student must complete the form and mail it back to the Registrar's Office immediately for approval. The College will obtain signatures from the faculty member and Dean. Proof of the extenuating circumstances may be required before approval is granted.

It is the responsibility of the student for whom such an exception has been granted to submit all missing coursework to the Director, or Associate Director, before the dates listed below.

Note: these dates will pertain regardless of whether or not Incomplete Forms have been submitted, mailed, or returned.

Fall Semester	January 25
Spring Semester	June 25
Summer Session	September 25

The instructor reserves the right to reduce the grade on incomplete coursework in addition to any other reduction in grade already imposed for late submission of coursework. Failure to comply with the above procedures and timelines will result in a student receiving a zero for the missing coursework.

Registration for the following semester will typically be restricted as follows:

Registration will be restricted to six credits (or fewer credits depending upon other grades) for students with one incomplete grade in the prior semester. Students with more than one incomplete grade in a prior semester will not be permitted to register for the following semester. Students with incomplete grades in more than one semester will not be permitted to register in subsequent semesters without approval of the Director and Dean. Students with a pattern of incomplete coursework (and absences from finals) may be required to withdraw from the program.

REPEATED COURSES

A student, who receives an unsatisfactory grade in a course specifically required for the degree, may request the Director's approval to repeat the course. In addition, the Graduate Committee on Academic Development may mandate that one or more courses be repeated if a cumulative grade point average of 3.0 is not achieved. In such cases, the Director may permit or direct the student to repeat a course(s) in order to demonstrate mastery of the subject. Both the original grade and the repeated grade will appear on the transcript. Credit will be given only once for the course, and only the most recent grade will be calculated in the index. The student is liable for the tuition and fees incurred for repeated courses.

REINSTATEMENT

Students asked to withdraw because of unsatisfactory progress may apply to be readmitted to the College. The procedure requires a written request, assessment of previous academic record and of potential, evidence of increased motivation, possible interview, and approval of the Director and the Dean.

Students who have been reinstated are responsible for finding out the conditions, if any, which must be satisfied in order to obtain financial aid.

CURRICULUM

MS in Management

Core Requirements	Credits
MGT 500 Leadership and Managerial Development	3
MGT 510 Legal Issues in Management	3
MGT 520 Organizational Theory and Design	3
MGT 525 Marketing Concepts and Strategies	3
MGT 530 Management Information Systems	3
MGT 545 Financial Accounting and Analysis	3
MGT 610 Statistical Applications in Research and Management	3
MGT 690 Integrative Analysis in Management	3
	<u>24</u>

CONCENTRATIONS

Organizational Management

OM 550 Strategic Human Resources Management	3
OM 630 Managerial Economics	3
OM 651 Project Management	3
OM 670 Strategic Planning and Management	3
	<u>12</u>

OR

Health Care Management

HCM 560 Health Care Services and Systems	3
HCM 641 Health Care Finance and Reimbursement	3
HCM 660 Health Care Operations Management	3
HCM 680 Health Care Strategic Planning	3
	<u>12</u>

OR

Human Resources Management		Credits
HRM 550	Strategic Human Resources Management	3
HRM 645	Staffing and Employee Development	3
HRM 665	Employment Law	3
HRM 685	Compensation and Benefits Management	3
		12
	Total Credits	36

Executive MBA

MGT 500	Leadership and Managerial Development	3
MGT 510	Legal Issues in Management	3
MGT 520	Organizational Theory and Design	3
MGT 525	Marketing Concepts and Strategies	3
MGT 530	Management Information Systems	3
MGT 545	Financial Accounting and Analysis	3
MGT 550	Strategic Human Resources Management	3
MGT 610	Statistical Applications in Research and Management	3
MGT 655	Operations and Quality Management	3
MGT 662	Corporate Financial Management	3
MGT 670	Strategic Planning and Management	3
MGT 690	Integrative Analysis in Management	3
	Total Credits	36

MBA in Accounting

MGT 500	Leadership and Managerial Development	3
MGT 510	Legal Issues in Management	3
MGT 530	Management Information Systems	3
MGT 550	Strategic Human Resources Management	3
MGT 610	Statistical Applications in Research and Management	3
MGT 630	Managerial Economics	3
MGT 662	Corporate Financial Management	3
MGT 690	Integrative Analysis in Management	3
ACC 545	Financial Accounting and Analysis	3
ACC 555	Advanced Federal Income Taxation	3
ACC 665	Financial Accounting Theory and Research	3
ACC 675	Advanced Auditing	3
	Total Credits	36

MBA in Health Care Management

MGT 500	Leadership and Managerial Development	3
MGT 520	Organizational Theory and Design	3
MGT 525	Marketing Concepts and Strategies	3
MGT 610	Statistical Applications in Research & Management	3
MGT 655	Operations and Quality Management	3
MGT 690	Integrative Analysis in Management	3
HCM 511	Health Care Law and Medical Ethics	3
HCM 531	Health Care Information Systems	3
HCM 560	Health Care Services and Systems	3
HCM 641	Health Care Finance and Reimbursement	3
HCM 660	Health Care Operations Management	3
HCM 680	Health Care Strategic Planning	3
	Total Credits	36

MS in Human Services Management and Leadership		Credits
MGT 500	Leadership and Managerial Development	3
MGT 530	Management Information Systems	3
MGT 550	Strategic Human Resources Management	3
HSL 512	Law and Ethics for Human Services	3
HSL 521	Theory and Design of Culturally Competent Organizations	3
HSL 575	Policy Development and the Political Environment	3
HSL 643	Principles of Economics and Finance in Human Services Administration	3
HSL 681	Program Evaluation	3
HSL 686	Executive Leadership and Models of Innovation	3
HSL 690	Integrative Analysis in Human Services	3
	Total Credits	30

Advanced Certificate in Human Resources Management

MGT 500	Leadership and Managerial Development	3
HRM 550	Strategic Human Resources Management	3
HRM 645	Staffing and Employee Development	3
HRM 665	Employment Law	3
HRM 685	Compensation and Benefits Management	3
	Total Credits	15

Advanced Certificate in Health Care Management

MGT 500	Leadership and Managerial Development	3
HCM 511	Health Care Law and Medical Ethics	3
HCM 560	Health Care Services and Systems	3
HCM 641	Health Care Finance and Reimbursement	3
HCM 660	Health Care Operations Management	3
	Total Credits	15

COURSE DESCRIPTIONS

ACC/MGT 545 FINANCIAL ACCOUNTING AND ANALYSIS 3 credits

This course provides the student with a study of how executives and line managers use financial information. An examination of financial statements and financial and managerial accounting concepts are undertaken to help students increase their understanding of how financial information can be used to make better business decisions. Students will learn how accounting information can be used to facilitate the management of the human resources, operations and marketing functions.

Prerequisite: ACC 200 or ACC 211

ACC 555 ADVANCED FEDERAL INCOME TAXATION 3 credits

Students will study and learn how to apply tax statutes to varying fact patterns with the goal of obtaining the most favorable outcome for the taxpayer. Tax research, communication of research results and professional responsibilities of tax practitioners will be integrated throughout the course. Topics include property transactions, corporate organization, capital structure and distributions, partnerships, S corporations, exempt entities, trusts and estates. A case study approach and electronic applications to research, tax planning and compliance will provide the framework for learning.

Prerequisite: ACC 215

ACC 665 FINANCIAL ACCOUNTING THEORY
AND RESEARCH

3 credits

This course provides students with an opportunity to research, analyse and discuss advanced financial reporting and disclosure issues. Engagement performance and ethical considerations at both the firm and individual levels will be addressed. Select specialized industry accounting practices and regulatory issues will also be examined.

Prerequisites: ACC 242 and ACC/MGT 545

ACC 675 ADVANCED AUDITING

3 credits

This course provides the student with an opportunity to examine auditing standards and their relationship to recent developments in auditing practice. Financial frauds, their impact on financial reporting and the auditors' response will be evaluated. Internal and operational auditing, external and compliance auditing and professional ethics will be emphasized. Audit research case studies will provide the framework for learning.

Prerequisites: ACC 242, ACC 317, ACC 320 and ACC/MGT 545

HCM 511 HEALTH CARE LAW AND MEDICAL ETHICS

3 credits

This course will focus on the many principles and theories of law and medical ethics as they relate to health care management and administration. This course will prepare graduate students to apply the learned principles into actual management/administrative practice. Learning will provide students with not only the necessary foundation to apply these principles in the job setting, but also the ability to understand and apply advanced study in health care law and medical ethics. The Health Care Law component will examine application in law, both generally and in relation to health care liability and risks facing health care managers and practitioners today. The Medical Ethics Component will focus on the many principles and theories of ethics as they relate to health care delivery, as well as health care administration.

HCM 531 HEALTH CARE INFORMATION SYSTEMS

3 credits

This course focuses on how competitive advantages can be gained through the strategic development of information technologies. The role of the Internet in strategic formulation will be explored. Students will learn about state-of-the-art health care applications from electronic medical records to enterprise-wide systems and the unique health care challenges, like privacy and the lack of investment capital that must be overcome. Case studies from other industries will be used to illustrate the management techniques that lead to successful information technology implementations.

Prerequisite: COM 140 or COM 141

HCM 560 HEALTH CARE SERVICES AND SYSTEMS

3 credits

This course describes the changes in the components of the U.S. health care systems including historic and current factors influencing the delivery and provision of health care services and products. Particular attention is paid to political and social forces that are responsible for those changes.

Prerequisite: CHA 430 or NU 450

HCM 641 HEALTH CARE FINANCE AND REIMBURSEMENT 3 credits

This course focuses on the financial drivers of the U.S. health care system. Particular emphasis will be given to how the unique features of the American health care system's financial condition and reimbursement methodologies are shaped by public policy, market forces, medical innovation, and demographic factors. Understanding and transforming financial metrics into management reports will be fully explored.

Prerequisites: ACC 110 or ACC 200 or CHA 496, and CHA 430 or NU 450

HCM 660 HEALTH CARE OPERATIONS MANAGEMENT 3 credits

This course focuses on managing organizations that deliver health services and products. Health service managers must be prepared to confront change—a constant in this environment. Emphasis is placed on both present and future trends, and a case study approach is utilized.

Prerequisite: HCM 560

HCM 680 HEALTH CARE STRATEGIC PLANNING 3 credits

This course focuses on the rapid growth and the changing environment of health care organizations, both for-profits and not-for-profits, and strategic leadership, which is essential for success. Health care managers will be taught how to develop a strategic management plan, including the dynamics of the environment and the methods required to position their organizations for success.

Prerequisite: HCM 560

**HRM/MGT/OM 550 STRATEGIC HUMAN RESOURCES
MANAGEMENT 3 credits**

This course is designed to explore human resources management in organizations. Students will investigate human resources issues, strategies and tactics currently being utilized in organizations as well as future trends where the human resources function is an integral part of the business strategy.

HRM 645 STAFFING AND EMPLOYEE DEVELOPMENT 3 credits

This course is designed to provide a detailed analysis of the utilization of employees within the organization by focusing on the selection and placement of employees and the development of those employees throughout their careers. Specific attention will be placed on the development of specific employment, staffing, retention, training and development programs and how these affect the individual as well as the achievement of the organization's overall strategic objectives.

Prerequisite: HRM 550

HRM 665 EMPLOYMENT LAW 3 credits

This course is designed to provide an overview of private sector fair employment practices laws and other employment laws that impact the workplace. Students will become acquainted with those various laws and understand how to apply the legal principles learned to the day-to-day activities in the human resources function of an organization.

Prerequisite: HRM 550

HRM 685 COMPENSATION AND BENEFITS MANAGEMENT 3 credits

This course is designed to acquaint the students with compensation and benefits programs as they relate to human resources programs within organizations. Students will investigate compensation and benefits issues as they are addressed by society as a whole and utilized within organizations.

Prerequisite: HRM 550

HSL 512 LAW AND ETHICS FOR HUMAN SERVICES 3 credits

This course will explore the many principles and theories of law and ethics that human services executives need to know to be effective in their positions and competently execute their fiduciary responsibilities. The course is designed to provide students with a comprehensive understanding of critical legal and ethical issues confronting executives in human services organizations. Topics to be covered include Sarbanes-Oxley, the legal ramifications board of governance and corporate officer responsibilities. The course will also cover general legal principles related to managing organizations of varying sizes including employment law, anti-discrimination and whistleblower statutes.

HSL 521 THEORY AND DESIGN OF CULTURALLY COMPETENT ORGANIZATIONS 3 credits

This course will provide an introduction to the theory and design of human services organizations with particular emphasis on the requisites for functioning successfully in a multicultural environment. This course will prepare graduate students to understand the relationship between theory and function in the design and management of human services organizations while being responsive to and reflective of the cultural diversity of their clients, employees and other stakeholders. The student will be provided with a foundation in the concepts to be explored throughout the MS in Human Services Management and Leadership program including general leadership and managerial principles, ethical leadership, funding and financial management, information technology, policy development and program evaluation.

HSL 575 POLICY DEVELOPMENT AND THE POLITICAL ENVIRONMENT 3 credits

This course will introduce the student to the role of policy development and political action in the leadership and direction of human services organizations. Students will explore strategies of community organizing and mobilization, define constituencies and stakeholders and explore the implications of cultural and gender diversity on policy development and community engagement.

HSL 643 PRINCIPLES OF ECONOMICS AND FINANCE IN HUMAN SERVICES ADMINISTRATION 3 credits

This course provides the student with practical knowledge about how executives and line managers in human services organizations cultivate funding sources, set budgets and use financial information. Students will learn how capital is raised from private and public sources. The course will include a review of fundraising techniques, bond issues and grant writing. Students will

also become familiarized with financial statements, general financial and managerial accounting principles and budgeting concepts. The objective of the course is to help students increase their understanding of how the various facets of economics and finance can be used to make better business decisions in a mission driven environment.

HSL 681 PROGRAM EVALUATION 3 credits

This course will introduce the student to the theory and practical aspects of evaluating the efficiency and effectiveness of human services programs. This will include a review of statistical methods and reasoning as applied to the evaluative process. Concepts to be covered include: planning an evaluation, selecting criteria and setting standards, basic measurement principles and tools, ethical considerations in conducting a program evaluation, and the presentation of the results of an evaluation.

Prerequisite: MAT 151 or BUS 222

HSL 686 EXECUTIVE LEADERSHIP AND MODELS OF INNOVATION 3 credits

This course will explore programs and organizations from a cross-section of human services disciplines that exemplify innovative approaches to service delivery. In addition, students will explore the characteristics of visionary leadership that make management innovations possible. Students will engage in an in-depth analysis of the design, development, implementation and continuing progress of these model programs as well as the leadership profiles of their sponsoring executives. Each student will also integrate the knowledge they have gained throughout the program about their individual leadership profile via participation in a 360 degree feedback assessment and external validation coaching session. The objective is for the student acquire an understanding of how to develop and lead organizations capable of making a positive impact on society.

HSL 690 INTEGRATIVE ANALYSIS IN HUMAN SERVICES 3 credits

This course provides comprehensive coverage of the research process in the human services field. It will enable students to understand the nature of the scientific method as applied to managerial concerns. Students will receive didactic instruction in research methods while concurrently creating and executing independent content-specific research projects.

MGT 500 LEADERSHIP AND MANAGERIAL DEVELOPMENT 3 credits

This course will provide students with an opportunity to create a plan for developing the abilities associated with superior managerial performance. It will also provide an orientation to the self-directed, active learning methods of the entire program. This course explores contemporary ideas on effective leadership and management. Team exercises, case studies and assessment tools provide the framework for learning.

MGT 510 LEGAL ISSUES IN MANAGEMENT

3 credits

This course is designed to provide students with an introduction to critical legal issues that impact the manager's role in the workplace. Issues addressed in this course include an overview of the legal environment in the United States, the court system and the growing trend in the use of alternative dispute resolution mechanisms, contracts, business torts and criminal laws, employment law issues affecting management decision-making, international and cyber law issues and ethical concerns in today's business environment.

MGT 520 ORGANIZATIONAL THEORY AND DESIGN

3 credits

This course will study how organizations function, how they affect and are affected by the environment and the process by which managers select and manage aspects of structure and culture in order to achieve organizational goals. The roles of abilities associated with managerial effectiveness are explored. Team exercises and cases provide a framework for learning.

Prerequisites: BUS 100 or BUS 130 or HA 481 or NU 430

MGT 525 MARKETING CONCEPTS AND STRATEGIES

3 credits

This course is designed to provide students with the opportunity to develop the core marketing competencies essential to the successful operation of any organization. The course focuses on the marketing concept and proceeds to the development of a marketing strategy within the framework of an organization's strategic plan. Students will interact with each other in cases, which illustrate and apply marketing principles and will culminate in a project that applies those principles to a workplace or industry issue or project.

MGT 530 MANAGEMENT INFORMATION SYSTEMS

3 credits

This course provides students with a practical approach to the effective use of information technology in organizations. Students will learn how to manage and use information in making key project management decisions. Legal and ethical issues in information technology are discussed. Modern systems analysis and design techniques are explored. Examples and case studies are drawn from actual experiences to provide students with information technology solutions to business problems.

Prerequisite: COM 140 or COM 141

**MGT 610 STATISTICAL APPLICATIONS IN RESEARCH
AND MANAGEMENT**

3 credits

This course will introduce students to the use of statistical methods and reasoning to help managers make better decisions and improve performance. Specific topics include: probability, sampling techniques, multiple regression, and time series analysis, statistical. Quality control methods, tests of hypothesis and design of experiments. These statistical concepts will be applied in a term project to improve quality and productivity.

Prerequisite: MAT 151 or BUS 222, and MGT 500 and four other 500 level courses.

MGT/OM 630 MANAGERIAL ECONOMICS

3 credits

This course focuses on the study of resource allocation decisions that are made by all types of managers within organizations. The students are provided with the theory and tools essential to the analysis and solution of those problems that have economic consequences. It also explores the constraints imposed on the decision maker (manager) by the global environment.

Prerequisite: BUS 226

MGT 655 OPERATIONS AND QUALITY MANAGEMENT

3 credits

This course focuses on contemporary practices, ones that have proven to be successful in the management of operations and quality. An interdisciplinary approach is employed so that students learn how operations relate throughout the whole business. Emphasis is on the service sector, with recognition of global competition. Analysis of case studies and teamwork provide the framework for learning.

Prerequisite: MGT 610

MGT 662 CORPORATE FINANCIAL MANAGEMENT

3 credits

This course provides an in-depth perspective on the principles of corporate finance. It focuses on capital budgeting and project management, portfolio theory and valuation, capital structure and dividend policy, working capital analysis and the link between risk and return.

Prerequisites: BUS 120 or BUS 226 or CHA 496, and MGT 545

MGT/OM 670 STRATEGIC PLANNING AND MANAGEMENT

3 credits

This course provides students with skills to create, implement and execute successful business strategies. It begins with the definition of the institution's key objectives and mission statement. It discusses the effective use of information technology, globalization and legal, ethical and social responsibility issues. Students will develop or analyze a strategic plan for a new or existing organization or subunit.

Prerequisite: MGT 545

MGT 690 INTEGRATIVE ANALYSIS IN MANAGEMENT

3 credits

This course provides comprehensive coverage of the research process in organizations. It enables students to understand the nature of the scientific method as applied to managerial concerns. Students will receive didactic instruction in research methods while concurrently creating and executing independent, work-related research projects.

Prerequisite: MGT 610 and departmental approval.

OM 651 PROJECT MANAGEMENT

3 credits

This course presents project management in a holistic, balanced perspective. The importance of both the technical and behavioral aspects of project management is recognized. The major issues encountered domestically and abroad are addressed. The students are provided a road map for managing any type of project, from traditional project-oriented industries such as construction and aerospace to information technology, R & D, engineering design, pharmaceutical and services. The course methodology focuses on the application of course concepts via exercises and case studies. Teamwork provides the framework for learning.

Master of Arts in Literacy and Cognition

Susan Straut Collard, Ph.D., Associate Chairperson, Brooklyn Campus

S. Mary Ann Cashin, Ph.D., Chairperson, Long Island Campus

Esther Berkowitz, Ph.D., Director, Brooklyn Campus

Claire Lenz, Ed.D., Director, Long Island Campus

PROGRAM DESCRIPTION

The Master of Arts Program in Literacy and Cognition (Birth through grade 6) is designed for educators who wish to develop expertise as classroom teachers of literacy or who wish to become elementary school literacy specialists. The 36 credit program provides the student with basic core courses (12 credits) and literacy core courses (24 credits) that link literacy instruction to the New York State Learning Standards on the levels of birth through grade 6. All courses will connect the content with application in the classroom, supporting theory, and meeting students' needs, as well as meeting the responsibilities of a literacy coach. Coursework includes the study of early literacy development, literacy strategies, and diverse learners, as well as the diagnosis of literacy problems and recommendations for struggling readers. Concerns related to literacy education and the responsibility of becoming a literacy trainer will be addressed in courses on cultural diversity, technological literacy, collaborative processes, and reflective teaching. A supervised practicum will complete the coursework.

MISSION AND GOALS

The Master of Arts Program in Literacy and Cognition is a response to the No Child Left Behind Act and will address the challenges of teachers in the area of Literacy and Cognition. To meet these challenges, the program will include opportunities to examine the issues of literacy and cognition in education from cultural, political, instructional and social perspectives, explore the ways that teachers, reading specialists, administrators, and teacher educators can provide efficient literacy instruction for all students based on the cognitive constructivist theory, design and conduct meaningful research in the area of literacy/cognition, and uphold and advance the principles set forth by the International Reading Association.

The goals of the proposed Master of Arts program in Literacy and Cognition (Birth- Grade 6) are as follows:

1. Candidates will apply the principles of cognitive constructivist theories to the diagnosis, instruction, and assessment of children's literacy needs.
2. Candidates will develop differentiated instructional strategies and modify curriculum to meet the diverse needs of children.
3. Candidates will assume their role as leaders and change agents, by providing support and consultation for teachers, parents and the community.
4. Candidates will demonstrate proficiency in administration, analysis, and diagnosis using formal and informal assessments for program planning for children with specific literacy needs.

5. Candidates will apply technology to curriculum development and program planning for children with diverse needs.
6. Candidates will sustain a positive learning climate by implementing proactive intervention strategies, group motivation and behavior that encourages a positive social learning environment, active engagement in learning, and self-motivation.
7. Candidates will make informed decisions about children's needs based upon best practices, collaboration, research, observations, and assessment of data.
8. Candidates will seek opportunities for professional growth as life-long learners by adding to their understanding of the pedagogy for teaching, learning, and the development of literacy.
9. Candidates will demonstrate the importance of the integration of reading, writing, listening, speaking, and viewing into the literacy experiences of elementary aged children.
10. Candidates will synthesize, evaluate, and apply research on literacy as they reflect on best practices.
10. Candidates will uphold and advance the principles set forth by the International Reading Association and the National Council of Teachers of English.

ADMISSION REQUIREMENTS

All applicants to the Master of Arts in Literacy and Cognition program must possess a baccalaureate degree from an accredited college with an undergraduate grade point average of at least 3.0 (on a scale of 0-4.0) from an accredited college. The applicant must have an undergraduate or graduate major in education. In addition, the applicant must possess provisional/initial/permanent/professional certification from New York State in Early Childhood, Childhood, Early Childhood Special Education and/or Childhood Special Education. The applicant must also have six credits in reading methods.

ADMISSION PROCEDURES

Application Procedures

Candidates must submit:

1. A completed application accompanied by a non-refundable fee of \$25.
2. An updated resume, which includes chronological dates of employment and descriptions of responsibilities.
3. Three completed Letter of Reference forms. These three letters should include at least one from an academic source and one from a professional source.
4. Copies of certificates granted by the New York State Education Department.
5. Please arrange to have official transcripts of your undergraduate and graduate work sent directly to the Office of Admissions at your first opportunity.

Admission Process

1. Applicants must arrange for an interview with the Director of the Master of Arts in Literacy and Cognition by calling the Brooklyn Campus at 718.940.5689 or 718.940.5692 or by calling the Long Island Campus at 631.687.1227. At the time of the interview, the applicant will be required to complete a writing sample on a topic related to literacy and cognition concerns.
2. The following documents submitted by the applicants will be reviewed:
 - a. Certificates granted by the New York State Education Department.
 - b. Official college transcripts – undergraduate and graduate.
 - c. Three references from academic and professional sources.
3. New York State requires all students born on or after January 1, 1957 to be immunized against measles, mumps and rubella. Proof of immunity must be submitted to the Office of Admissions prior to enrollment. In addition, students must complete a Meningococcal Meningitis Vaccination Response Form as required by New York State Public Health Law.

Academic Standing

1. Students must maintain an overall 3.0 GPA in order to continue in the program and to be eligible to be granted the Master of Arts in Literacy and Cognition.
2. Students are expected to be familiar with the policies described in the Academic Life section of this catalogue.

TRANSFER OF PRIOR COURSEWORK

A maximum of six credits from another accredited graduate program will be considered for acceptance by St. Joseph's College provided the following conditions are met:

The course(s) is substantially equivalent to a course in the St. Joseph's College Master of Arts in Literacy and Cognition program. The Director will make this determination. An official transcript must be provided before a final decision is rendered. A grade of B or better must have been earned within the last five years for the course(s) under consideration. Grades of "P" for Pass are not accepted.

St. Joseph's College reserves the right to accept credit in a way best calculated to preserve the integrity of its own degree.

ATTENDANCE

Students will not be permitted to register for a class after the first class session. If students have registered in advance but have missed the first two class sessions, they will be encouraged to withdraw from the class. The reason for this is the compressed nature of the Master of Arts in Literacy and Cognition scheduling configuration and the difficulty encountered by students attempting to make up missed work.

Students should understand that if they insist on staying in the class under

these circumstances, they accept the responsibility of their decision. They should also understand that it will be difficult for them to make up the missed work; that the instructor is under no obligation to help them make up the missed material, and that their final grades may be affected both from the standpoint of material missed and class participation opportunities forfeited.

CURRICULUM

General Core Requirements (12 Credits)	Credits
CSL 500 Curriculum: Paradigms and Issues	3
CSL 510 Reflective Teaching and Learning	3
CSL 520 Leadership: Collaborative Process and Staff Development	3
CSL 530 Research Methods	3
	<u>12</u>
Pedagogical Core Requirements (24 Credits)	
CSL 540 Language and Literacy Acquisition	3
CSL 550 Strategies, Instructional Materials, and Performance Evaluation in Literacy Development	3
CSL 560 Diagnosis and Recommendations for Literacy Processes (10 Practicum Hours)	3
CSL 570 Teaching Literacy in the Content Areas	3
CSL 580 Cultural Literacy	3
CSL 590 Literacy and Assessment Strategies for Diverse Learners (10 Practicum Hours)	3
CSL 600 Technological Literacy	3
CSL 610 Supervised Practicum/Seminar in Literacy and Cognition (30 Practicum Hours)	3
	<u>24</u>
Total Credits	36

COURSE DESCRIPTIONS

CSL 500 CURRICULUM: PARADIGMS AND ISSUES 3 credits
This course explores models of curriculum paradigms and related issues. The course will focus on analysis of conceptual framework principles and modes of inquiry as well as the investigation of past and present concerns related to teaching and learning. Issues such as assessment, core curriculum, grouping practices and conceptions of cognitive theory as it relates to curriculum will be discussed. The role of cultural and societal factors as they relate to the design and implementation of curricula will be demonstrated as students apply concepts of curriculum theory to analyze contemporary issues.

CSL 510 REFLECTIVE TEACHING AND LEARNING 3 credits

This course will focus on the dimensions of the reflective process, as it is integrated into the philosophy of educational leaders and into the practice of teaching. The history and descriptions of this process will be presented. The fundamental elements and tools of reflective process will be modeled and integrated. Students will be given opportunities to become reflective practitioners in their planning for classroom management, curriculum, teaching strategies, assessment, and professional collaboration. Elements of action research, which flows from reflection, will also be explored and applied to a classroom situation.

CSL 520 LEADERSHIP: COLLABORATIVE LEADERSHIP PROCESSES AND STAFF DEVELOPMENT 3 credits

The purpose of this course is to provide the skills for teachers who will be engaged in learning about the dynamics, techniques and potential for professional collaboration and leadership. Key concepts such as team membership and composition, problem solving procedures, conflict management, and systems theory will be addressed. Students will review research that addresses the forms and basis for inter-professional relationships and collaboration. They will use assessment procedures as a way of understanding self and others as they engage in simulated collaborative situations.

CSL 530 RESEARCH METHODS 3 credits

This course in educational research is designed for the prospective producer of research. Emphasis will be placed upon two basic goals: to expose students to the principles of basic educational research methodology and to have students plan and design a research project. The role of research will be explored with the birth to grade 6 literacy teachers in mind. It is expected that students striving to be professionals in the field of literacy will acquire the knowledge and skills necessary to distinguish between the legitimate claims and conclusions of research findings and ill-founded ones.

CSL 540 LANGUAGE AND LITERACY ACQUISITION 3 credits

This course provides an exploration of early language and literacy development, and implications for instruction for young children (ages 2-6). How children learn to read and write will be analysed from child development and emergent literacy perspectives. Developmentally appropriate teaching practices and family literacy partnerships will be discussed as methods to support children's learning experiences. An analysis of the cognitive factors including: attention, memory, associative learning, and self-regulation will be studied as they relate to language and reading acquisition. The role of cognitive development and social interaction will be explored as complementary processes that work together to promote the child's intellectual growth through the application of constructivist approaches. The cognitive processing predictors that lead to language and reading disorders will be studied as a means to early intervention.

**CSL 550 STRATEGIES, INSTRUCTIONAL MATERIALS,
AND PERFORMANCE EVALUATION IN
LITERACY DEVELOPMENT**

3 credits

This course encompasses a study and analysis of approaches and materials for literacy instruction focusing on word identification, vocabulary development, comprehension, writing instruction, motivational aspects of instruction, and creating effective and enriched teaching and learning environments for native English speakers and English language learners. Simultaneous and successive cognitive processing techniques will be analyzed and evaluated for their use with diverse learners. Schema theory will serve as the foundation for learning how to scaffold instruction to meet individual needs. Instruction will also be provided in the principles and practices of assessing student literacy performance, including, but not limited to the New York State Performance Evaluation and Standards.

**CSL 560 DIAGNOSIS AND RECOMMENDATIONS FOR
LITERACY PROCESSES**

3 credits

This course provides an overview of formal and informal assessment tools and practices that measure literacy development of students. Participants will begin to work closely with individual students to assess literacy competencies to plan and implement instruction using ten practicum hours. They will also explore research and practice relating to differential literacy achievement as they begin to synthesize testing data to formulate diagnostic hypotheses for designing an instructional program for individual students based upon the cognitive-constructivist perspective. The role of cognitive modeling will be emphasized as teachers demonstrate how to reason to understand text. Ten practicum hours are required for working with a struggling reader in the primary grades.

CSL 570 TEACHING LITERACY IN THE CONTENT AREAS 3 credits

This course presents the integration of reading and writing processes with content knowledge as a basis for the best teaching strategies in the content area disciplines. The focus is on: (1) improving study skills, (2) levels of comprehension, (3) vocabulary improvement, (4) understanding text patterns and structures, (5) exploring writing as an across the curriculum tool of inquiry, and (6) integrating technology into content-area teaching. Course content will include implementation of classroom structures, multidisciplinary teaching and learning, and the development of research approaches and techniques to meet the needs of individual learners.

CSL 580 CULTURAL LITERACY

3 credits

This course is an examination of issues in literacy education from cultural, political, instructional and social perspectives. It explores the social cognition viewpoint within a social or cultural context as they relate to diverse learners acquiring literacy skills. An analysis of the relationship between home and school literacy, and the survey of critical issues in the literacy development of different communities with special attention to cultural linguistic diversity and the strengths of various cultures, will receive major emphasis. Connections to oral language, reading, writing, and children's literature will be developed in a literacy framework that focuses on the learner's cultural background and linguistic understanding. In addition, this course will explore the ways that classroom teachers, literacy specialists, administrators, parents, and teacher educators can provide efficient literacy instruction for students from diverse cultural linguistic backgrounds. Analysis of the pedagogical implications for literacy education in terms of study of the teacher's role and the impact upon diverse student learning, as well as organizing and the teaching of literacy in the childhood education classroom will be addressed.

**CSL 590 LITERACY AND ASSESSMENT STRATEGIES
FOR DIVERSE LEARNERS**

3 credits

This course focuses on study and analysis of literacy development, individual differences, and language difficulties experienced by the diverse learner. As a continuation of Diagnosis and Recommendations for Literary Processes, students will learn specialized assessments designed to identify difficulties in literacy performance. Instructional strategies will focus on providing literacy services to students in compensatory and/or special programs, specifically students with learning disabilities and English Language Learners. Students will be required to fulfill ten practicum hours working with a child for the duration of this course.

A case study will be produced involving a sequence of cognitive processing for word identification, word analysis, fluency, vocabulary, sentence completion, literal comprehension, non-literal comprehension, and study procedures. Students will be required to fulfill ten practicum hours working with a struggling reader in the intermediate grades.

CSL 600 TECHNOLOGICAL LITERACY IN
THE CLASSROOM

3 credits

This course explores the educational use of technology in literacy teaching and learning. Constructivist principles will be applied to discovery learning as a means to foster literacy, as well as a tool for research and presentation. Technological literacy with a focus on developing teaching strategies and learning experiences to facilitate literacy learning in a multimedia context across the curriculum is a goal of this course. Emphasis is on the use and development of computer programs to help students develop vocabulary, listening and speaking abilities, visual literacy, writing and reading skills. The application of word processing to help students improve their writing skills, and analysis and evaluation of selected software designed for teaching Language Arts will also be included. Connections to oral language, reading, writing, and children's literature will be developed in a literacy framework that focuses on the use of technology for all students including at-risk learners, English language learners and students with special needs.

CSL 610 SUPERVISED PRACTICUM/SEMINAR IN
LITERACY AND COGNITION

3 credits

This course provides an opportunity to apply knowledge of cognitive processing skills, diagnostic, and prescriptive techniques in classrooms and in individual settings. The seminar sessions will be a forum for students to demonstrate and critique their work and share their level of expertise, as they conference with parents and evaluate the appropriateness of their recommendations with the supervisor and the group. This course is the culmination of the Literacy and Cognition program. Students are required to work with a struggling reader for thirty practicum hours assessing, diagnosing, and planning instruction based on the child's needs.

Master of Arts Degree in Infant/Toddler Early Childhood Special Education

S. Miriam Corr, Ed.D., Co-Director
S. Eleace King, Ed.D., Co-Director

PROGRAM DESCRIPTION

Offered on the Long Island Campus, this program is designed for those interested in obtaining a Master of Arts Degree in Infant/Toddler Early Childhood Special Education and leads to initial/professional certification in Early Childhood Special Education and/or initial/professional certification in Early Childhood. This part-time program is suitable for teachers who have basic certifications in Early Childhood, Early Childhood Special Education, Childhood Education and/or Childhood Special Education, and who work or plan to work with infants, toddlers, and children in the early childhood stages of development, and who may have special developmental delays. The courses offered are appropriate for teachers who wish to continue their expertise in teaching by acquiring knowledge and developing competencies working with infants, toddlers, and young children, and their families. The program emphasizes the interrelated development of knowledge, understanding, sensitivity, and skills resulting in more effective and significant teaching and learning.

The graduate program consists of 36 credits. Some courses are three credits and some are four. Students must complete the 36 credits, which include one semester or summer session in a practicum placement and a Master's Thesis. To successfully complete the program, students must maintain a B average.

MISSION, GOALS, AND PURPOSE

The Mission of the Child Study Graduate Division, Long Island campus, is to immerse the students with greater depth in the liberal arts tradition with an emphasis on reading and writing in the area of research and thinking that will assist them to appreciate the complex interactions that characterize human development and learning in infancy and childhood. An in-depth emphasis is placed on important contemporary issues and challenges in the area of Special Education, exploring topics such as human growth and development in the context of current societal, political, and cultural influences. Graduate students are encouraged to aspire reflectively toward excellence and a commitment to foster the independence of human beings, regardless of developmental risks as well as becoming motivated consumers of research, self-motivated intellectuals, and life-long learners.

The goals of St. Joseph's College affirm the dignity, freedom, and inherent value of each person. This affirmation is realized through a student-centered environment wherein the faculty's primary commitment is to excellence in teaching. In this open, supportive atmosphere students are challenged to develop their potential. They are encouraged to apply developmentally appropriate practices from a deep knowledge of individual children and the context within which they develop and learn. As they construct an in-depth knowledge base, they are encouraged to use standards that are essential attributes of effective teaching and successful learning.

Goals:

1. The graduate student understands in greater depth, the concepts, tools of inquiry and skills embedded in the curriculum of each course.
2. The graduate student understands in-depth the developmentally appropriate practices related to how children develop and learn. In addition to gaining new knowledge, they will learn to view changes in early childhood programs in response to the demand for out of home child care, and also, in recognition of the importance of educational experiences during the early years.
3. The graduate student understands how children differ in their approaches to learning and is able to create instructional and therapeutic opportunities that are adapted to diverse learners, and encourage the development of the child's critical thinking, problem solving, and performance skills.
4. The graduate student gains and uses an in-depth knowledge and understanding of the concepts of motivation and behavior as they relate to the learning environment, social interaction, active engagement in learning and self-motivation.
5. The graduate student will form an in-depth knowledge base and use of formal and informal assessment procedures. They will gain expertise in clear report writing and use assessment for curriculum planning.
6. The graduate student learns that an effective educator continually evaluates the effects of his/her choices and actions on children, families, and other professionals in the learning community.

CURRICULUM

Core Requirements		Credits
CS 505	Team Building and Collaborative Decision-Making: Parents and Professionals	3
CS 510	Language Development: Diversity and Disorders	3
CS 525	Health and Medical Problems: Young Children with Mild, Moderate and Severe Disabilities	3
CS 540	Advanced Research Methods	3
CS 550	Supervised Practicum and Seminar or	
CS 560	Advanced Service Seminar	3
CS 570	Social Studies Early Childhood: Methods and Materials 0-Grade 2	4
CS 575	English Language Arts: Reading/Writing Connection for Early Childhood Students with Disabilities	4
CS 580	Science, Mathematics and Technology: Curriculum, Methods and Materials for Early Childhood Students with Disabilities	4

Specialized Courses

CS 605	Assessment: Infant/Toddler, Early Childhood Children with Special Needs	3
CS 625	Neurological Development	3
		<u>6</u>

Electives

CS 705	Play and Learning in Early Childhood for Children with Special Needs or	
CS 730	Independent Study	3
Completion of a Master's Thesis		
		Total Credits 36

ADMISSION REQUIREMENTS

All applicants for admission to the Master of Arts in Infant/Toddler Early Childhood Special Education will possess a baccalaureate degree from an accredited institution of higher education with an undergraduate grade point average of 3.0. Applicants will have an undergraduate major in education or one of the liberal arts with at least one course in child development and two courses in special education.

In addition, applicants are required to possess provisional/initial/permanent certification from New York State in Early Childhood Education, Childhood Education, Early Childhood Special Education and/or Childhood Special Education.

ADMISSION PROCEDURES

Application Procedures

Candidates must submit:

1. A graduate application accompanied by a non-refundable fee of \$25.00.
2. Complete and official transcripts of all collegiate work.
3. Two completed Letter of Recommendation forms. Each recommendation should be from an academic source, preferably a teacher or academic official who is familiar with the applicant's academic history and achievement. If the applicant has been out of school for several years, recommendations can be from an employer or supervisor.
4. A current resume.
5. Copies of all teaching certificates.
6. A completed medical form. New York State Public Health Law requires all students who were born after January 1, 1957 to be immunized against measles, mumps, and rubella. You will be required to submit proof of a recent physical examination including a Diphtheria-Tetanus booster and a Tuberculin Skin test.
7. A completed Meningococcal Meningitis vaccination response form as required by New York Public Health Law.

Admission Process

1. Applicants will be contacted by the Admissions Office to arrange for an interview with the program director after all relevant documents have been submitted.
2. At the time of the interview, a writing sample, the topic of which is the applicant's immediate objectives and future plans in relation to graduate study in the chosen field (minimum 250 words), will be completed.

TRANSFER OF PRIOR COURSEWORK

Matriculated students in the Graduate Program may apply to the Program Director for acceptance of up to six (6) graduate credits, with grades of B or better, from other accredited graduate programs. Acceptance will be dependent upon appropriateness of the courses to the student's program of study

COURSE DESCRIPTIONS

CS 505 TEAM BUILDING AND COLLABORATIVE DECISION

MAKING: PARENTS AND PROFESSIONALS 3 credits

The purpose of this course is to provide the communication skills required for those engaged in reciprocal relationships with families. Family centered practices, the provision of resources and supports to parents and families, and the inclusion of jointly developed family identified outcomes will be addressed in ways that are responsive to cultural, linguistic and other family characteristics. The components of team building will be practiced in classroom simulations. Students will explore their own strengths and challenges by engaging in self-assessment procedures, reflection and critiques. All of the knowledge base will be addressed in the context of legislation related to providing Infant/Toddler Early Childhood Educational Services. There are two and one half lecture hours a week during one semester; the course is offered in the fall.

CS 510 LANGUAGE DEVELOPMENT:

DIVERSITY AND DISORDERS 3 credits

A study of theories of language development and an examination of the effects of language disorders as they relate to mild, moderate and severe disabilities. Discussions and lectures will focus on appropriate on-going assessment procedures as they relate to theories of cognition, perception, information processing and memory. Consideration of cultures and language development and the introduction of a second language will be addressed. Field experiences will relate to language development, assessment, and procedures for reporting data. There are two and one half lecture hours a week during one semester; the course is offered in the fall. This course requires six hours of fieldwork.

**CS 525 HEALTH AND MEDICAL PROBLEMS:
YOUNG CHILDREN WITH MILD, MODERATE
AND SEVERE DISABILITIES**

3 credits

This course will focus on the recommended practices for the delivery of service by early intervention and early childhood special educators. It provides an overview of child development principles with the consideration of factors that influence learning, behavior and independence. Attention will be given to rights to privacy, confidentiality and respect for differences in physical, health and behavioral challenges which include the range of moderate to severe with multiple disabilities. Students will access, read and engage in discussion, field experiences and research related to health and medical issues that require Special Education. Experiences are designed to teach students to be reflective and respectful of cultures and learn how culture, language and socioeconomic status influence early childhood development and practices. There are two and one half lecture hours a week during one semester; the course is offered in the spring. This course requires six hours of fieldwork.

CS 540 ADVANCED RESEARCH METHODS

3 credits

This course has two basic goals: to expose students to the principles of basic educational research methodology and to have students plan and design a research proposal. Emphasis is placed on the role of research for the work of the early interventionist and the early childhood special education teacher. It is expected that students striving to be professional in the field of early childhood will acquire the knowledge and skills necessary to distinguish between legitimate claims and conclusions of research findings and ill-founded ones. There are two and one half lecture hours a week during one semester; the course is offered in the fall.

CS 550 SUPERVISED PRACTICUM AND SEMINAR

3 credits

The seminar and practicum placement provides an opportunity for the student to apply theories of child development, both typical and atypical, apply current research with emphasis on cognitive, motor, social-emotional, communication, adaptive, and aesthetic development in learning situations, family and communal contexts. Students will plan and implement developmentally and individually appropriate curricula and instructional practices based on knowledge of individual children, the family and curricula goals and content. They will make specific adaptations for children who have learning/developmental needs or disabilities. Students will demonstrate appropriate uses of technology including adaptive and assistive technology as well as the selection of appropriate materials and equipment. During the seminar, students will reflect and engage in discussion on professional practices, analyse and evaluate field experiences, as they work with families and other professionals. There are two and one half lecture hours a week during one semester; the course is offered in the spring and summer. This course requires a full semester practicum experience.

CS 560 ADVANCED SERVICE SEMINAR

3 credits

This course is provided for students who have three or more years of teaching experience in the areas of infant/toddler early childhood special education. During the semester experience, students will explore in depth current theoretical and methodological issues and problems: social, political and cultural, as they relate to families and children receiving services in Infant/Toddler Early Childhood programs. As a way of contributing new information and expertise to the program where they are currently employed, students will conduct a needs assessment and design a staff development program for any level of staff or parents. The curricula for this staff development program would be developed from recently acquired knowledge gained in the graduate program. Skills would include: designing and conducting the needs assessment, implementing the principles of teaching and learning, the selection of appropriate instructional materials, utilization of effective communication skills and the principles of protocol and ethics. The instructional event would be designed for adult learners. There are two and one half lecture hours a week during one semester; the course is offered in the spring.

CS 570 SOCIAL STUDIES EARLY CHILDHOOD:**METHODS AND MATERIALS 0-GRADE 2**

4 credits

This multi-focused course will emphasize the knowledge base of what young children should learn in the area of Social Studies. Current theories of social studies content that emphasize self-esteem, emotional intelligence, problem solving, and inquiry as they relate to the New York Standards are incorporated. Students will become familiar with relevant content areas such as curriculum integration, and children as researchers. Emphasis will also be on the role of differing culture, nurturing practices, communication style, attitudes of cultures toward disabilities, and how these factors affect the role of the early interventionist. Special Education Law as it pertains to the dominant role of parents, CPSE meetings and transitions, and the role of the interventionist and teacher will be explored. There are three lecture hours a week during one semester; the course is offered in the summer. This course requires five hours of fieldwork.

CS 575 ENGLISH LANGUAGE ARTS: THE READING/WRITING**CONNECTION FOR EARLY CHILDHOOD STUDENTS****WITH DISABILITIES**

4 credits

This course will focus on the creation of developmentally appropriate activities that are theory based for Infants/Toddlers and early childhood children with diverse learning needs. The course connects with early childhood curriculum as well as the New York State Learning Standards. The course will offer fieldwork opportunities for students where they can implement meaningful hands-on experience and apply theory to practice. The course will include a survey of Literacy approaches used with students with special needs. A review of various levels of age appropriate storybooks and how to use these books with Infants/Toddlers will provide a framework for developmentally appropriate literacy practices. There are three lecture hours a week during one semester; the course is offered in the fall. This course requires five hours of fieldwork.

**CS 580 SCIENCE, MATHEMATICS AND TECHNOLOGY:
CURRICULUM, METHODS AND MATERIALS FOR EARLY
CHILDHOOD STUDENTS WITH DISABILITIES 4 credits**

This course is designed to give teachers a basis for presenting the early childhood sciences, mathematics, and technology concepts to young children with special learning needs and their parents. Concepts derived through activities involving water play, magnets, planting, cooking, food and nutrition will be included. Language-building activities and creative arts activities will be integrated as well. Bibliographies and web resources can be among the resources researched and shared by the Students. Students will note the connection between the NYS Learning Standards and the curriculum as they plan and implement projects in the fieldwork environment. Concepts related to assistive technology and the adaptation of materials to meet special needs will be presented. There are three lecture hours a week during one semester; the course is offered in the spring and summer. This course requires five hours of fieldwork.

**CS 605 ASSESSMENT INFANT/TODDLER EARLY CHILDHOOD:
CHILDREN WITH SPECIAL NEEDS 3 credits**

In this course, students will learn to conceptualize assessment as a flexible, collaborative, decision-making, on-going process where parents and professionals are engaged to make and revise judgments and reach consensus about the medical, educational and mental health service needs of young children. Students will become familiar with various assessment instruments, test administration and the writing of clear reports. Students are encouraged to be mindful that when instruments and procedures accommodate a child's sensory response, affective and cultural characteristics, they are equitable. Emphasis will focus on linking assessment to individual program planning, instruction, services and progress. In the fieldwork placement, students will learn to rely on authentic measures of problem solving that link directly to New York State Standards and program content goals in natural settings. There are two and one half lecture hours a week during one semester; the course is offered in the spring. This course requires eight hours of fieldwork.

CS 625 NEUROLOGICAL DEVELOPMENT 3 credits

The purpose of this course is to enhance the awareness of the student to sensory motor development and neuro-behavioral organization during infancy/toddler and early childhood. Implications for learning, memory, neurological disorders, assessment and program planning will be considered. Opportunities to practice competencies in field experiences would include: the concept of role release in the transdisciplinary model, modeling, demonstrations, coaching and feedback. The use of instructional technology and the provision of assistive technology as vehicles for more effectively serving children and families will be considered. Students will learn to consider chronological age appropriateness and developmentally appropriate practices for infant/toddlers and young children when selecting types of assistive technology in assessment and intervention. There are two and one half lecture hours a week during one semester; the course is offered in the spring. This course requires eight hours of fieldwork.

CS 705 PLAY AND LEARNING IN EARLY CHILDHOOD FOR CHILDREN WITH SPECIAL NEEDS

3 credits

This course will introduce students to the ways in which young children develop meaning, by providing a bridge between child development and curriculum studies. Students will learn to build play into curriculum strands as a condition for learning; they will learn the significance of creating inclusive settings that enable all children to participate actively and as independently as possible. Instructional strategies that include large muscle play and opportunities to connect the integrated nature of the children's development with learning will be modeled on site. Students will be given a strong knowledge base that includes a variety of instructional strategies that integrate with the child's developmental needs. In the fieldwork experience, students will demonstrate the understanding of skills and a strong knowledge base appropriate to the age group 0-grade 2 in a natural environment. They will engage in, integrate coordinate activities, games and stories that balance cultural and linguistic patterns. There are two and one half lecture hours a week during one semester; the course is offered in the fall. This course requires seven hours of fieldwork.

CS 730 INDEPENDENT STUDY

3 credits

Independent Study with guidance from a faculty member includes the expectation that the student will design and present an instructional module in the form of a workshop. The audience may be parents of children at risk for developmental delay, faculty, and students, or the staff at the field placement or where one is employed. The student will be expected to select a topic that is related to the Infant/Toddler Early Childhood program; a relevant issue, method or procedure related to the development of instructional materials. A theoretical basis for the content, supportive research, and bibliography must be included. Arrangements should be made for taping the event. Class offered when needed.

Master of Arts in Childhood or Adolescent Special Education with

Annotation in Severe and Multiple Disabilities

S. Miriam Honora Corr, Ed.D., Chairperson

Joan E. Silver, Ed.D., Director

PROGRAM DESCRIPTION:

Offered on the Long Island Compus, the Master of Arts Program in Childhood and Adolescent Special Education with Annotation in Severe Multiple Disabilities provides the student with core courses (12 credits) and courses that link Special Education to the New York State Learning Standards in the area of Special Education as well as Severe and Multiple Disabilities. The 36 credit program imparts a strong research component, which is characteristic of the integration of theory and practice. Expertise in the content area is acquired in courses relating to Special Education, which include: Assessment, Differentiated Instruction for Students with Diverse Needs, the Inclusion of Family, School and Community in a Collaborative Model, Legal Issues as they apply to Family and Schools, as well as Fieldwork and Practicum Experiences. Courses that relate to severe disabilities include: Issues in Severe Disabilities that include psychological, social and physical characteristics, Adaptive, Alternative and Technological procedures for students with Health or Physical Impairments, Strategies for Applied Behavior Analysis, and the required Fieldwork and Practicum experiences. Students will be eligible for the following certifications dependent upon their initial certification: Childhood Special Education, Biology Special Education, English Special Education, History Special Education, Mathematics Special Education. Each certificate will have an Annotation for Severe Disabilities.

MISSION AND GOALS

The courses in the Special Education Program are specifically directed to the No Child Left Behind legislation. This legislation proposes the necessity of elevating teacher quality by developing competencies in subject areas, teaching skills and assessment strategies, as well as using basic research to cultivate the ability to adapt instruction to student learning needs. These expectations are fulfilled in the design of the current program. It includes courses in research, assessment, adaptive and alternative methods, strategies for understanding, and designing behavioral plans. By cultivating an inclusion component as a reality and available for all persons, this program emphasizes autonomy in all aspects. Course objectives and outcomes will be related to the outcomes of the program by a portfolio, which will be completed by each student in their last semester of the program.

The specific objectives of the Master of Arts Program in Childhood or Adolescent Special Education with an Annotation for Severe and Multiple Disabilities are as follows:

1. Students will assume their role as specialists and change agents, by providing support and consultation with general education teachers, administrators, parents, and community about specific issues.
2. Students will apply the principles and theories of Special Education as

they relate to the diagnosis, instruction, and assessment of children with mild, moderate, and severe disabilities. The aspect of independence for each child will be emphasized

3. Students will develop differentiated instructional strategies, modify curriculum and diversified assessment options as they apply to mild, moderate, and severe disabilities.
4. Students will apply assistive technology, alternative, and augmentative communication principles and strategies to enhance child learning.
5. Students will develop research-based pedagogy for increasing the autonomy and learning of children with severe disabilities.
6. Students will demonstrate knowledge and expertise in the application of behavioral and social interventions.
7. Students will develop assessment plans based on psychometrics, alternative designs, functional assessment, and observation as they apply to children with severe disabilities.
8. Students will uphold and advance the principles set forth by the *Council of Exceptional Children (CEC) Code of Ethics and Standards for Professional Practice for Special Education*.

ADMISSION REQUIREMENTS

An applicant to the Master of Arts in Childhood or Adolescent Special Education with Annotation in Severe and Multiple Disabilities must possess a baccalaureate degree with an undergraduate grade point average of at least 3.0 (on a scale of 0-4.0) from an accredited college. The applicant must have an undergraduate or graduate major in education, or one of the liberal arts with at least one course in child development. In addition, for applicants who plan to request certification, the applicant must possess provisional/initial/permanent certification from New York State in Early Childhood, Childhood, Early Childhood Special Education, Childhood Special Education, and/or Adolescent Education. The applicant must have three credits in Child Development and/or Adolescent Development. Those who do not have Special Education certification must take six credits in Special Education as a pre-requisite for entry into the program.

ADMISSION PROCEDURES

Application Procedures

Candidates must submit:

1. A graduate application accompanied by a non-refundable fee of \$25.
2. A current resume, which includes chronological dates of employment, and descriptions of responsibilities.
3. Two completed Letter of Reference forms. These two letters should include one from an academic source and one from a professional source. If the applicant has been out of school for several years, recommendations can be made from an employer or supervisor only.
4. Copies of certificates granted by the New York State Education Department

5. Please arrange to have official transcripts of all your undergraduate and graduate work sent directly to the Office of Admissions at your first opportunity.
6. A completed medical form. New York State Public Health Law requires all students who were born on or after January 1, 1957 to be immunized against measles, mumps and rubella. Proof of immunity must be submitted to the Office of Admissions prior to enrollment. In addition, you will be required to submit proof of a recent physical examination (within one year of admission) including a Diphteria-Tetanus booster and a Tuberculin test.
7. A completed Meningococcal Meningitis Vaccination Response Form as required by New York State Public Health Law.

Admission Process

1. Applicants will be contacted by the Admissions Office to arrange for an interview with the program director after all relevant documents have been submitted.
2. At the time of the interview, a writing sample, the topic of which is the applicant's immediate objectives and future plans in relation to graduate study in the chosen field (minimum 250 words) will be completed.

TRANSFER OF PRIOR COURSEWORK

A maximum of six credits from another accredited graduate program will be considered for acceptance by St. Joseph's College provided the following conditions are met:

The course(s) is substantially equivalent to a course in the St. Joseph's College Master of Arts in Special Education with Annotation in Severe and Multiple Disabilities program. The Director will decide. An official transcript must be provided before a final decision is rendered. A grade of B or better must have been earned within the last five years for the course(s) under consideration. Grades of "P" for Pass are not accepted.

St. Joseph's College reserves the right to accept credit in a way best calculated to preserve the integrity of its own degree.

ATTENDANCE

Students will not be permitted to register for a class after the first class session. If students have registered in advance but have missed the first two class sessions, they will be encouraged to withdraw from the class. The reason for this is the compressed nature of the Master of Arts in Special Education with Annotations in Severe Disabilities scheduling configuration and the difficulty encountered by students attempting to make up missed work.

Students should understand that if they insist on staying in the class under these circumstances, they accept the responsibility of their decision. They should also understand that it will be difficult for them to make up the missed work, the instructor is under no obligation to help them make up the missed material, and that their final grades may be affected both from the standpoint of material missed and class participation opportunities forfeited.

CURRICULUM

General Core Requirements		Credits
CSS 500	Curriculum Paradigms and Issues	3
CSS 510	Reflective Teaching and Learning	3
CSS 520	Leadership: Collaborative Process and Staff Development	3
CSS 530	Teacher as Researcher	3
		<u>12</u>
Pedagogical Core Requirements		
CSS 540	Issues in Severe Disabilities	3
CSS 550	Assessment: A Practical Approach (10 fieldwork hours: 5 hours childhood or adolescent students with disabilities, 5 hours in severe disabilities)	3
CSS 560	Adaptive, Alternative, and Technological Methods for the Instruction of Students with Health and/or Physical Impairments (10 fieldwork hours)	3
CSS 570	Techniques and Strategies of Applied Behavior Analysis (ABA) and Behavior Management for Diverse Learners (10 fieldwork hours)	3
CSS 580	Legal Implications of Special Education and the Application to Families and Schools	3
CSS 590A	Advanced Study of Pedagogy, Based on Differentiated Instruction for Students with Diverse Needs in Childhood Education or	
CSS 590B	Advanced Study of Pedagogy Based on Differentiated Instruction for Adolescent Students with Diverse Needs	3
CSS 600	Special Issues in Teaching Diverse Students: Family, School and Community	3
CSS 610	Supervised Practicum For Students without Special Education certification (20 days of practicum in childhood and/or adolescent special education plus 20 fieldwork hours in severe disabilities, or	
CSS 615	Advanced Fieldwork in Severe Disabilities For students with certification in Special Education (20 hours fieldwork with multiple and severe disabilities and workshop presentation.)	3
		<u>24</u>
	Total Credits	36

COURSE DESCRIPTIONS

CSS 500 CURRICULUM PARADIGMS AND ISSUES 3 credits

This course explores different curriculum paradigms and frameworks, and the particular issues related to those paradigms. Throughout the course, particular attention will be focused on two areas. The first relates to an analysis of the conceptual frameworks, principles, and modes of inquiry of different disciplines. The second, concerns an investigation of past and present issues of teaching and learning, such as assessment, core curriculum, grouping practices, and conceptions of cognition for the purpose of examining their relationship to curriculum frameworks.

CSS 510 REFLECTIVE TEACHING AND LEARNING 3 credits

This course will focus on the dimensions of the reflective process as it is integrated into the philosophy of educational leaders as a worthwhile professional attribute and pivotal in the teaching process. Descriptions of this process as well as guiding principles of the Masters, will be presented. The fundamental elements and tools of reflective process will be modeled and integrated. This course is related to the Research Methods Course where students will probe situations related to teaching, curriculum, behavior and learning to discover realistic problems for examination and investigation, as a result of learning precisely designed models of reflective processes. Students will learn, through reflection, how problems are formed as well as designing appropriate solutions. They will also learn how to reflect on their own behavior while reviewing the underlying dynamics of situations, problems, and issues.

CSS 520 LEADERSHIP: COLLABORATIVE PROCESS AND STAFF DEVELOPMENT 3 credits

This course focuses on the development of collaborative leadership skills. Students will learn how to become effective liaisons with the local and greater school community serving as resource persons between parents, staff, and community. Students will study and develop a variety of collaborative models to be used in designing and implementing staff development, parent involvement, and community integration.

CSS 530 TEACHER AS RESEARCHER 3 credits

This course in educational research is designed for the prospective producer of research. Emphasis will be placed upon two basic goals: to expose students to the principles of basic educational research methodology and to have students plan and design a research project. The role of research will be explored for the elementary education teacher and/or reading specialist, and/or special education teacher. It is expected that students striving to be professionals in the fields of elementary education, or literacy and/or special education will acquire the knowledge and skills necessary to distinguish between the legitimate claims and conclusions of research findings and ill-founded ones. The design of the final project will be selected based upon a topic selected in *CSS 510 Reflective Teaching and Learning*.

CSS 540 ISSUES IN SEVERE DISABILITIES

3 credits

This course provides students with an understanding of individuals who have been diagnosed with severe or multiple disabilities. This course will take a life-span perspective by focusing on childhood, adolescents, and adults, and will include discussions of individuals who have multiple/severe disabilities including those who demonstrate significant behavior challenges as well as those who have health care issues. Students will study the psychological, social, and physical characteristics of individuals with severe disabilities. The need for collaboration between teachers, service providers, and families will be emphasized. Theoretical and philosophical foundations underlying current practice will be explored. Students will observe and implement research-based strategies for students with severe disabilities in inclusive schools and community settings. Students will learn to conduct ecological assessments of students. This course requires 10 practicum hours.

CSS 550 ASSESSMENT: A PRACTICAL APPROACH

3 credits

This course will cover comprehensive assessment, including formal, informal, and alternative methods that will be used to develop and plan educational programs for students with mild, moderate, and severe disabilities. Students will use psychometrics and descriptive statistics to evaluate and select tests to be used for the measurement of intelligence, personality, achievement, individual interests, and special aptitudes. Students will also develop and use alternative methods of evaluation for students with severe disabilities. Student will use assessment results to plan and design instruction. Students will complete a comprehensive evaluation of a child and write a formal evaluation report that will include interpretation and recommendations in accordance with a standards-based classroom. This course requires 5 practicum hours in childhood or adolescent special education and 5 hours with students who have severe disabilities.

CSS 560 ADAPTIVE, ALTERNATIVE, AND TECHNOLOGICAL METHODS FOR THE INSTRUCTION OF STUDENTS

WITH HEALTH AND/OR PHYSICAL IMPAIRMENTS 3 credits

This course addresses the needs of students with physical and/or health impairments to promote optimal participation and learning in the educational settings. The students will explore a variety of adaptive teaching methodologies and accommodations including modification and adaptation of curriculum and instructional materials. An examination of assistive technological devices and alternatives will be addressed through sign, touch cues, tangible communication systems, graphic communication systems, electronic boards and augmentative communication devices as well as the technology to support these systems. Skills in positioning, handling techniques, motor skills, developing daily living skills, and community skills will be addressed. Opportunities will be provided for practicing the collaborative model while implementing appropriate communication skills. Students will be required to work with an individual or group of students throughout this course. This course requires 10 practicum hours.

CSS 570 TECHNIQUES AND STRATEGIES OF APPLIED BEHAVIOR ANALYSIS (ABA) AND BEHAVIOR MANAGEMENT FOR DIVERSE LEARNERS 3 credits

This course will provide students with a comprehensive review of effective strategies of behavior and classroom management. Emphasis will be placed on behavior techniques for both individual and groups. Students will learn to conduct a functional analysis of behavior and to develop an effective behavioral plan. Behavior modification, maintenance of positive behavior, and transference of new behavior to other environments will be explored in a variety of settings. Applied Behavior Analysis will be studied and then applied and practiced in education environments. Students will have the opportunity to implement collaborative behavioral methods through class activities and outside assignments. This course requires 5 practicum hours in childhood or adolescent special education and 5 hours with students with severe disabilities.

CSS 580 LEGAL IMPLICATIONS OF SPECIAL EDUCATION AND THE APPLICATION TO FAMILIES AND SCHOOLS 3 credits

The law, including legislative enactments and key court decisions related to special education will be studied. The understanding and meaning of decisions and the implementation and implications of related legislation will be explored. Students will analyze the legal and ethical implications of current trends in recent special education revisions of Federal laws. The ability to interpret and explain the relevant laws to educational personnel, parents, and the community will be a focus in this course through the development of an outreach project.

CSS 590A ADVANCED STUDY OF PEDAGOGY BASED ON DIFFERENTIATED INSTRUCTION FOR STUDENTS WITH DIVERSE NEEDS IN CHILDHOOD EDUCATION 3 credits

In this course the development, application, and implementation of differentiated curriculum based on research findings will be utilized. Students will focus on advanced techniques of pedagogical practice, learning styles, multiple intelligences, and the selection and creation of instructional materials to implement an interdisciplinary curriculum and enhance the learning for students in grades 1-6 with diverse needs in an inclusive setting. Students will be required to work with an individual or group of children throughout the course to develop differentiated instruction based on the standards of the curriculum. This course requires 10 hours of fieldwork.

**CSS 590B ADVANCED STUDY OF PEDAGOGY BASED ON
DIFFERENTIATED INSTRUCTION FOR ADOLESCENT
STUDENTS WITH DIVERSE NEEDS**

3 credits

In this course the development, application and implementation of differentiated curriculum based on research findings will be utilized. Students will focus on advanced techniques of pedagogical practice, learning styles, multiple intelligences, and the selection and creation of instructional materials for adolescent students with diverse needs in an inclusive setting. Students will be required to work with an individual or group of adolescents throughout the course to develop differentiated instruction based on the standards of the curriculum. This course requires 10 hours of fieldwork.

CSS 600 SPECIAL ISSUES IN TEACHING DIVERSE STUDENTS:

FAMILY, SCHOOL AND COMMUNITY

3 credits

This course will help students develop the insights and skills needed to work with families of diverse learners. The culture of the school and its impact on families will be explored. Students will learn to work and collaborate with multicultural communities and differing family structures. Emphasis will be placed on collaborative approaches, improving communication in culturally and linguistically diverse contexts, skills for conferencing with parents of children with diverse needs, and an understanding of concerns of the parents. Community involvement and resources will also be explored. Student will develop an outreach project to parents and/or the community.

CSS 610 SUPERVISED PRACTICUM

For students without special education certification

3 credits

The seminar and field placement provides an opportunity for the student to apply current theories and research findings in learning situations, as well as, parental, school and community settings. Students will plan and implement appropriate standard-based curriculum and instructional practices for students with diverse needs. During the seminar, students will reflect and engage in discussion of professional practices, analyze, and evaluate practicum experiences.

CSS 615 ADVANCED FIELDWORK IN SEVERE DISABILITIES

For students with certification in Special Education

3 credits

This field placement provides an opportunity for students who already possess a New York State initial certification in Childhood Special Education to apply current theories and research findings of effective instruction for students with severe and multiple disabilities in learning situations. Students will be involved in every aspect of the class for a week; a minimum of 20 hours. The students will reflect and analyse practices in the classroom. They will interview teachers, paraprofessionals, administrators, family members, and other specialists to further their own understanding of the needs of students with severe disabilities and the teachers working with the students. They will conduct a needs assessment for the class, school or parents and develop a workshop based on an issue important to the group; the workshop will be presented in the school. This course requires a practicum of 20 hours with students who have severe disabilities.

Master of Science with a Major in Nursing

Barbara Sands, R.N., Ph.D, Director

Maria Fletcher, R.N., Ph.D., Coordinator

Florence Jerdan, R.N., Ph.D., ANP-C, Coordinator

PROGRAM DESCRIPTION

Designed for working professionals, the Master of Science Degree with a Major in Nursing can be completed in seven semesters of part-time study. The graduate curriculum, which consists of a core and specialty concentrations, builds on the knowledge base and practice competencies of the baccalaureate-prepared nurse and prepares the graduate for advanced professional practice.

The program offers a choice of two concentrations: Clinical Nurse Specialist in Adult Health, and Nursing Education. Graduates of the C.N.S. concentration (38 credits) will be prepared to actualize the multi-faceted role of the C.N.S. in a variety of health care settings reflecting the three spheres of patient/client, nurses and nursing practice, and organization/systems. Graduates of the Nursing Education concentration (37 credits) will be prepared to assume nurse educator positions in either academic or service settings or in patient education.

The graduate nursing program is accredited by the National League for Nursing Accrediting Commission through Spring 2013.

Each graduate class enters, in the Fall semester only, as a cohort group, attending classes one day per week during the Fall and Spring semesters and one summer. Additional hours are required for clinical/practicum courses and are specified in course descriptions.

MISSION AND GOALS

The Mission of the Department of Nursing is to provide professional nursing education at the undergraduate and graduate levels that:

- encourages the students to think critically and to utilize nursing theory, related sciences and humanities to improve their practice;
- assists the student to internalize professional values and standards of practice;
- provides learning experiences that acknowledge the needs of a diversified student population with varied nursing practice experience;
- encourages students to actively participate in all aspects of their educational experiences;
- promotes tolerance and acceptance of diversity in individuals, and groups and organizations;
- facilitates student development of a spirit of inquiry, personal satisfaction, and a commitment to lifelong learning;
- supports the advancement of knowledge and the nursing profession through scholarly, and creative endeavors;
- reflects socially responsible standards of professional nursing.

PROGRAM OUTCOMES:

Graduates will:

1. Demonstrate a philosophy of nursing that is holistic, and compassionate and sensitive to culture, race and ethnic diversity in health practices.
2. Synthesize theoretical and empirical knowledge from nursing and the human and natural sciences to provide rationale for Advanced Practice Nursing.
3. Demonstrate the ability to analyze implications of legal and ethical accountability of the Advanced Practice Nurse.
4. Assume ethical accountability for the quality of one's own Advanced Practice.
5. Engage in scholarly inquiry to improve nursing education and practice; provide quality health care and initiate change.
6. Prepare to function in the role of the Advanced Practice Nurse upon graduation to serve as leader/change agent in advancing the practice of nursing and nursing education to achieve desired outcomes.
7. Formulate a commitment to continued professional development and life-long learning in the pursuit of excellence in the Advanced Practice role.

PROGRAM PURPOSES:

1. Builds on the knowledge base and practice competencies of the baccalaureate prepared nurse, and prepares the graduate for advanced professional practice.
2. Graduates of the Clinical Nurse Specialist in Adult Health concentration will be prepared to actualize the multi-faceted role of the CNS in a variety of health care settings reflecting the three spheres of patient/client, nurses and nursing practice and organizations/systems.
3. Graduates of the Nursing Education concentration will be prepared for nurse educator positions in either academic or in service settings or in patient education.
4. The program provides a foundation for doctoral education in nursing.
5. The program provides the knowledge base and experiences that will support the transition to advanced practice nursing.

ADMISSION PROCEDURES

Application Procedures:

Applicants for admission to the graduate program must meet the following requirements:

1. Possess a Bachelor of Science Degree with a Major in Nursing from a nationally accredited nursing program (NLNAC or CCNE).
2. Have completed one year of professional clinical practice prior to admission.
3. Provide proof of New York State R.N. licensure and current professional registration.

4. Demonstrate an undergraduate GPA of 3.0 on a 4.0 scale. Preference will be given to applicants with a GPA of 3.3 or above.
5. Provide proof of certification in basic life support prior to entering the clinical practicum.
6. Meet all current College and program health requirements and provide documentation. New York State requires all students born on or after January 1, 1957 to be immunized against measles, mumps and rubella. Proof of immunity must be submitted to the Department of Nursing office prior to enrollment. In addition, students must complete a Meningococcal Meningitis Vaccination Response Form as required by New York State Public Health Law. Please note that additional requirements will apply to clinical practicums. These requirements are addressed under the practicum component of courses and include health clearance, proof of malpractice insurance, CPR certification and documentation of health insurance. Additional malpractice fees also apply. Students will also be required to meet criteria determined by the clinical agencies to which they are assigned.
7. Submit a current curriculum vitae and personal statement.
8. Submit two letters of recommendation. At least one letter of reference must be from a current or recent clinical supervisor who can address clinical competence. It is also preferable to include one letter of reference from an academic source.
9. Submit official transcripts of undergraduate course work.
10. Complete a pre-admission interview.
11. Applicants must also have completed prerequisite courses, including an undergraduate health assessment course and an undergraduate statistics course.

Admission Process

Applicants are admitted in the Fall semester only.

Candidates must submit the following documents together in this self-managed application process. No application will be reviewed if it is incomplete.

Completed packets will contain:

- Checklist form
- Letters of reference in signed/sealed envelopes
- Official transcripts in sealed envelopes
- Verification of Employment form
- Current Curriculum Vitae
- Application with personal statement
- Proof of RN registration
- Proof of Malpractice Insurance
- A \$25.00 non-refundable application fee made payable to
St. Joseph's College

Submit the completed packet with the checklist form in the envelope pro-

vided to the Office of Professional and Graduate Studies Admissions. Further information can be obtained on the College website (www.sjcny.edu).

Under special circumstances, the admission committee may consider a conditional admission to the graduate nursing program.

1. Students admitted with an overall undergraduate GPA below 3.0, will be admitted on a Conditional Status basis. The student must complete the first two semesters with a grade of B (3.0) or above in each course and a cumulative grade point average of 3.0 or above per semester in order to meet the academic requirements of the Graduate Nursing Program. Failure to meet these requirements will result in dismissal from the Graduate Nursing Program. After meeting the specific academic requirements, the graduate nursing student will achieve full matriculation status in the Graduate Nursing Program.
1. Students admitted who have graduated from a non-accredited (NLNAC or CCNE) undergraduate program will be admitted on a Conditional Status basis. The student must complete the first two semesters with a grade of B (3.0) or above in each course and a cumulative grade point average of 3.0 or above per semester in order to meet the requirements of the Graduate Nursing Program. Failure to meet these requirements will result in dismissal from the Graduate Nursing Program. After meeting the specific requirements, the graduate nursing student will achieve full matriculation status in the Graduate Nursing Program.

DEFERMENT OF ADMISSION

If a graduate nursing student is admitted into the Graduate Nursing Program and cannot matriculate in the entering cohort class, a request for deferment of admission must be submitted. Deferments are only granted for one year. Request for deferment of admission must be sent in writing to the Director, Department of Nursing, and must specify the reason for seeking the deferment. Each request is reviewed on its individual merits, and deferments are not granted automatically. Requests for deferment must be submitted between the time of admission to the program and registration. Graduate nursing students who wish to activate their deferred admission should write to the Director, Department of Nursing, by June 1st, two months before the beginning of the Fall semester. Failure to do so will result in having to re-apply to the Graduate Nursing Program.

St. Joseph's College, Department of Nursing, reserves the prerogative to adjust admission and program requirements in response to changes in accreditation or credentialing/registration criteria.

TRANSFER CREDIT

Students who are accepted as transfers from another graduate program may be allowed to transfer in a maximum of 6 credits in equivalent course work. Equivalence will be determined by the Office of the Registrar in consultation with the Director, Department of Nursing.

St. Joseph's College reserves the right to accept credit in a way best calculated to preserve the integrity of its own degree.

ATTENDANCE

Students will not be permitted to register for a class after the first class session. If students have registered in advance but have missed the first two class sessions, they will be encouraged to withdraw from the class. The reason for this is the compressed nature of the Master of Science with a Major in Nursing scheduling configuration and the difficulty encountered by students attempting to make up missed work.

Students should understand that if they insist on staying in the class under these circumstances, they accept the responsibility of their decision. They should also understand that it will be difficult for them to make up the missed work, the instructor is under no obligation to help them make up the missed material, and that their final grades may be affected both from the standpoint of material missed and class participation opportunities forfeited.

CHANGE OF CONCENTRATION

A change of program concentration may be approved prior to June 1st of the first year in the Nursing Graduate Program if there is space available in the desired concentration and the student is in good academic standing.

The procedures for a change in concentration require that the student

1. complete required advisement with the nursing graduate coordinator.
2. complete a written request for permission to change concentration.
3. sign the request form and submit.

Requests for changes in concentration will be reviewed by the Graduate Nursing Coordinator on the student's respective campus and must be approved by the Program Director.

PROCEDURES FOR INCOMPLETE COURSEWORK

The following procedures regarding incomplete coursework/clinical or practicum components will be strictly enforced. An extension of time to complete coursework, clinical components, or practicum experiences will be granted only when very unusual, extenuating circumstances exist, and only after consultation with the course instructor. Approval will also be required from the Coordinator of Graduate Nursing Studies on the respective campus as well as from the Director of the Nursing Department. Proof of extenuating circumstances will be required when the request for an incomplete is made.

An incomplete in either coursework or the clinical or practicum components may result in the need to withdraw from the original cohort group unless the incomplete is resolved prior to the beginning of the next semester. Due dates for the completion of incomplete coursework/clinical/practicum hours are specified in the Graduate Nursing Program Student Handbook and on the Incomplete request form.

If approval is granted for an incomplete, the incomplete form will be signed by the student, by the course instructor, by the Coordinator of Graduate Nursing Studies, and by the Nursing Program Director. It will then be submitted to the Registrar's office. It is the responsibility of the student for whom such an exception has been granted to submit all missing coursework or clinical practicum documentation by the date indicated on the incomplete form.

Failure to comply with the above procedures and specified timelines will result in a student receiving a zero (coursework) or failure (clinical/practicum components) for the missing work. Students with incomplete grades will not be permitted to register for the subsequent semester until the outstanding incomplete grade is removed.

The instructor reserves the right to reduce the grade on incomplete coursework or clinical/practicum components in addition to any other reduction in grade already imposed for the late submission of coursework/clinical/practicum components.

An Incomplete grade in the clinical/practicum components of a course will result in the imposition of a \$500.00 fee for continued faculty supervision.

GRADE APPEAL PROCEDURE

1. If a student in the graduate nursing program wishes to appeal a grade, the appeal should be directed to the Director of the Nursing Department within five (5) days of the posting of the grade. The student will be encouraged to meet with the involved faculty member.
2. In the event that the student and the instructor do not confer, or the matter cannot be resolved through discussion, an Ad Hoc nursing faculty committee will be convened by the Director. The Coordinator of the Graduate Program, Brooklyn or Long Island Campus, will chair this Ad Hoc committee. In the event that the Coordinator is the instructor for the course grade in question, the Coordinator on the opposite campus will assume chairmanship of the Committee.
3. The student will submit the appeal in writing to the Ad Hoc faculty committee within seven (7) days subsequent to the meeting with the instructor. All relevant materials should be submitted at this time.
4. The Ad Hoc faculty committee will obtain all tests, papers, grade breakdowns, preceptor evaluations (if applicable) the course outline and all other relevant course materials.
5. The Ad Hoc faculty committee will review all submitted materials and consult with the faculty member and preceptor (if applicable). A change in or retention of the grade will be the responsibility of the faculty member. The student will be contacted at the completion of this process.
6. If, however, the matter cannot be settled by agreement between the faculty member and the Ad Hoc committee, or if the student disagrees with the decision reached in the step above, the decision may be appealed to the Director, who may seek consultation with objective parties as needed.
7. If the student disagrees with the decision reached by the Director, the student may appeal, in writing, the decision of the Director to the Provost within 7 (seven) days of the Director's decision. The Provost or her designee will meet with the student. If the student disagrees with the Provost, the student may appeal to the President. The President's decision will be final.

REPEATED COURSES

A minimum grade point average of 3.0 is required each semester as well as a cumulative grade point average of 3.0 for graduation.

A grade of B (83.0 or above) must be achieved in all courses. Failure to achieve a grade of B in a graduate nursing course prohibits students from enrolling in the subsequent nursing course.

If a grade below B (83.0 or above) is received in a graduate nursing course, the course may be repeated once upon recommendation of the nursing faculty. A grade of B (83.0) or higher must be earned the next time the course is offered.

Clinical practicum are graded on a Pass/Fail basis. A failing grade in a clinical practicum will result in dismissal from the program for academic reasons. No repeat will be allowed in clinical practicum.

DEGREE REQUIREMENTS

1. Completion of approved program of study with a minimum cumulative grade point average of 3.0 required for graduation.
 - a. A minimum of 38 credits for the CNS in Adult Health concentration; including **525 clinical hours** on a Pass basis.
 - b. A minimum of 37 credits for the Nursing Education concentration; including **100 practicum hours** on a Pass basis.

2. Completion of the program of study within a minimum of seven semesters.
3. Successful completion of the Comprehensive Examination with a grade of B (3.0) or above.

All students must successfully pass a comprehensive examination with a grade of B (83.0) or higher to graduate from the program. This examination will be administered during the last semester of the program. Any student who fails this comprehensive examination may be allowed one retake at the discretion of the nursing faculty. A grade of B (83.0) or higher must be achieved on the retake. Failure to achieve a B or higher will result in academic dismissal from the program.

4. Graduate students must complete the Application for Graduation form and submit to the Registrar's Office in the semester in which the students expect to receive their degree.

CURRICULUM

General Core Requirements (Required of all concentrations)		Credits
NU 500	Theoretical Bases for Advanced Practice Nursing	4
NU 510	Transition to Advanced Practice Nursing	3
NU 530	Ethics and Public Policy in the Health Care Delivery System	3
NU 531	Advanced Physiology and Pathophysiology Across the Life Span	3
NU 540	Advanced Pharmacology	3
NU 550	Advanced Health Assessment	3
NU 620	Advanced Statistics in Nursing Research	3
NU 660	Advanced Nursing Research	3
		<u>25</u>

Concentration Requirements

Clinical Nurse Specialist in Adult Health

NU 610	Advanced Nursing Practice I Health Assessment	1
NU 650	Advanced CNS Nursing Practice II	3
NU 665	Advanced CNS Nursing Practice III	3
NU 670	Advanced CNS Nursing Practice IV	3
	Nursing Elective	3
		<u>13</u>

OR

Nursing Education

NU 630	Foundations of Nursing Education	3
NU 635	Curriculum Development in Nursing Education	3
NU 640	Instructional Strategies and Evaluation in Nursing Education	3
NU 645	Practicum in Nursing Education	3
		<u>12</u>

Graduates of the Clinical Nurse Specialist in Adult Health concentration are required to complete 38 credits of didactic and clinical graduate instruction to graduate from the program

Graduates of the Nursing Education concentration are required to complete 37 credits of didactic instruction and a nursing education practicum from the program.

COURSE DESCRIPTIONS

Graduate students enter as a cohort group and must complete each course as scheduled in the course sequence in order to progress in the program. The course schedule is available in the admission packet provided to prospective students.

CORE COURSES

NU 500 THEORETICAL BASES FOR ADVANCED PRACTICE NURSING 4 credits

The focus of this course is the study of a wide range of theories from nursing and related sciences that support and inform advanced practice nursing. Emphasis will be placed on evaluating and critiquing a variety of theories from nursing, as well as the natural, social, organizational and biological sciences. Students will be prepared to apply and utilize various theories in practice that support a holistic approach to patient care, a firm foundation for theory application in health care organizations, and an emphasis on population-based care. Specific emphasis will be placed on direct application and evaluation of the Roy Adaptation Model in advanced practice nursing. Four hours a week, one semester.

NU 510 TRANSITION TO ADVANCED PRACTICE NURSING 3 credits

The student engages in the study of various components of the advanced practice role in nursing from an historical and contemporary perspective. Theoretical and scientific foundations that support the advanced practice role are explored. Specific role competencies integral to successful advanced practice nursing are critically examined. Ethical, legal, financial and regulatory issues are examined as they relate to proactive advanced practice in an interdisciplinary and evolving health care system. Three hours a week, one semester.

NU 530 ETHICS AND PUBLIC POLICY IN THE HEALTH CARE DELIVERY SYSTEM 3 credits

This foundational course provides an overview of the structure, regulation, and financing of the health care system in the United States with particular emphasis on the identification and analysis of related ethical issues. The development, implementation and evaluation of public policy is addressed with particular attention paid to the role of the advanced practice nurse in effecting change and promoting quality in the current system. Comparative analysis of other health care systems aids in the evaluation of contemporary issues and policy concerns in the United States. Historical, philosophical, and political perspectives are incorporated into the discussion of contemporary issues and trends. Three hours a week, one semester.

**NU 531 ADVANCED PHYSIOLOGY AND PATHOPHYSIOLOGY
ACROSS THE LIFE SPAN**

3 credits

This course deals with advanced physiology and pathophysiological concepts and principles and their relationship to causative factors of disease across the life span. Emphasis is placed on common pathophysiological processes relevant to advanced practice nursing. Current research findings are integrated throughout the course and a problem-based approach is used to address implications for advanced practice nursing. Three hours a week, one semester.

Prerequisites: NU 500, NU 510

Co-requisite: NU 550

NU 540 ADVANCED PHARMACOLOGY

3 credits

This course focuses on pharmacokinetics and pharmacodynamics in relation to the clinical applications of the major drug classifications. Emphasis is placed on the safe and competent use of drug therapy to manage common health problems across the life span. Issues related to clinical pharmacology with special populations are addressed. Legal issues related to prescription writing in advanced practice nursing are explored. A problem-based case study method will be utilized throughout the course. Ethical issues related to clinical decision making, access to therapy, and drug research will be addressed. Effective patient education will be stressed throughout the course. Three hours a week, one semester.

Prerequisites: NU 500, NU 510, NU 550, NU 531

NU 550 ADVANCED HEALTH ASSESSMENT

3 credits

This course provides both a theoretical and clinical foundation for advanced assessment of clients across the life span. Students will develop skill in interviewing, history-taking, and documentation of a holistic assessment of clients across the life span. The course will focus on health promotion, identification and analysis of common abnormal findings, an appreciation of developmental and functional deviations, the process of developing differential diagnosis, and advanced clinical judgment. The Roy Adaptation Model will provide the primary theoretical basis for advanced nursing practice. This course incorporates a laboratory component. Four hours a week (two hours lecture and two hours of lab), one semester.

Prerequisites: Undergraduate health assessment course

Co-requisite: NU 531

NU 620 ADVANCED STATISTICS IN NURSING RESEARCH 3 credits

This course introduces the graduate student to the application of statistical methods in research related to nursing and the health professions, and serves as a foundation for NU 660. Students will be introduced to key concepts and principles in statistical analysis and inference. The purpose, assumptions, selection, calculation and interpretation of selected statistical procedures will be explored. Statistical methods in selected research studies will be critiqued. Evaluation of research findings for evidence-based practice or scholarly inquiry will be addressed. Students will utilize a statistical computer program for the preparation and analysis of data sets. Analysis of qualitative studies will also be incorporated. Three hours a week, one semester.

Prerequisites: Undergraduate statistics course

NU 660 ADVANCED NURSING RESEARCH

3 credits

The course focuses on the role of research in advanced practice nursing. Epistemological and philosophical issues related to the use of the scientific method in nursing are explored. The steps of the research process are examined in depth. Emphasis is placed on the ethics of nursing research and the exploration of clinical research to support advanced practice nursing. Qualitative and Quantitative methods are analyzed and compared. Students are expected to identify a research interest that will lead to a research proposal. The use of computer technology is integrated throughout the course. Evidence-based research and its relevance to advanced practice nursing will be emphasized. Three hours a week, one semester.

Prerequisites: NU 500, NU 510, NU 620

The Department of Nursing reserves the prerogative to adjust admission and program requirements in response to changes in accreditation or credentialing/registration criteria.

CONCENTRATION COURSES**CLINICAL NURSE SPECIALIST IN ADULT HEALTH****NU 610 ADVANCED NURSING PRACTICE I****HEALTH ASSESSMENT**

1 credit

This course provides a holistic approach to the knowledge base and skills necessary for advanced nursing practice. Students need to demonstrate mastery of health assessment skills (physical examinations and health histories) for individuals within family, environment and socio-cultural concepts. There will be planned didactic and clinical experiences to refine assessment skills and interviewing techniques as an advanced practice nurse. Health promotion, health risk appraisal, health maintenance and disease prevention are emphasized in relationship to age-specific clients, utilizing both advanced nursing theory and a systems approach. Three hours seminar per week, three and a half clinical hours per week, one semester.

Pre or co-requisites: NU550

NU 650 ADVANCED CNS NURSING PRACTICE II

3 credits

This course focuses on the nursing process elements of assessment, diagnosis, outcome identification, planning, intervention, and evaluation. Using a holistic orientation, the student will work in partnership with the patient/client/family/community in designing a plan of care for health promotion, health maintenance, disease prevention and illness/injury management. The student will utilize the Roy Adaptation Model to identify and differentiate between disease-based and non-disease based etiologies. The student will be expected to achieve the competencies and outcomes of this influence as well as demonstrate the four essential characteristics of the CNS. Legal and ethical issues of advanced practice will also be explored. The student will develop competence in this sphere through preceptorship with a CNS as well as through weekly seminars. Three hours seminar per week, one hundred fifty hours of practicum, one semester.

Prerequisites: NU 500, NU 510, NU 550, NU 531, NU 540, NU 610

NU 665 ADVANCED CNS NURSING PRACTICE III 3 credits

The CNS as leader/mentor/consultant and change agent will be explored and analysed in relation to the advancement of nursing practice. This course focuses on the identification of problems and opportunities for improvement: factors that contribute to resource management needs and outcomes; and the development and evaluation of innovative solutions that will promote quality, cost effective and efficient nursing care. The legal and ethical issues of advanced practice will be explored in their relationship to the CNS practice. The student will develop competence in this sphere through preceptorship with a CNS as well as through weekly seminars. Three hours seminar per week, one hundred fifty hours of practicum, one semester.

Pre or Co-requisite: NU 650

NU 670 ADVANCED CNS NURSING PRACTICE IV 3 credits

This course focuses on the role of the CNS as it relates to organizational structure and processes, organizational culture, social context, human material and financial resources and public policy. The student will be expected to incorporate all three spheres of influence to improve patient outcomes while maintaining cost-effective care. Patient/Client care related to an individual, family, and community within the student's chosen specialty area will be integrated. The student will utilize this course to explore management, research and educational opportunities for the CNS. Three hours seminar per week, one hundred seventy-five hours of practicum, one semester. Three hours seminars per week, one hundred seventy-five hours of practicum, one semester.

Prerequisite or Corequisite: NU 665

CONCENTRATION COURSES

CLINICAL NURSE SPECIALIST IN ADULT HEALTH

Elective Course Offerings

NU 535 HOLISTIC NURSING PRACTICE 3 credits

This course is designed to provide an introduction to holistic nursing and an overview of selected healing modalities such as therapeutic touch, relaxation, and guided imagery. Discussions, demonstrations, and/or experiential sessions are utilized to facilitate an understanding of these modalities. Emphasis is placed on theory-based practice. The implications of holistic nursing in advanced practice nursing and research are examined. Three hours seminar per week, one semester.

NU 536 ADVANCED NURSING PRACTICE AND GENETICS 3 credits

This course will explore the impact of the Human Genome Project and expanding genetic knowledge base on the clinical practice of nursing. Students will gain an understanding of the science of genetics as it relates to the genetic aspects of nursing and health care. Genetic concepts related to human heredity, genetic conditions, and treatment approaches will be explored. Emphasis will be placed on the integration of genetic knowledge into advanced nursing practice. Ethical, legal, social, and cultural aspects of the genetic advances in health care will be explored from a nursing perspective. Three hours seminar per week, one semester.

NU 600 FAMILY THEORY FOR ADVANCED PRACTICE NURSING

3 credits

This course focuses on major theoretical frameworks which influence approaches to family study. Family-level assessment and intervention methods that derive from specific models are introduced. Emphasis is placed on the understandings and competencies needed to collaborate with families. Major cultural, economic, legal and ethical issues are discussed in relation to the changing nature of the family as a unit of care in today's society. Three hours seminar per week, one semester.

The Department of Nursing reserves the prerogative to adjust admission and program requirements in response to changes in accreditation or credentialing/registration criteria.

NURSING EDUCATION

NU 630 FOUNDATIONS OF NURSING EDUCATION

3 credits

This course will explore the historical issues and trends leading to the need for competency-based nursing education curricula. The advanced practice role of nurse educator in academia and in service-based organizations will be examined. Students will explore issues related to the adult learner, learning styles and the diversity of practice areas. Legal, regulatory and ethical issues in nursing education will be discussed. Three hours per week, one semester.

Prerequisites: NU 500, NU 510

NU 635 CURRICULUM DEVELOPMENT IN
NURSING EDUCATION

3 credits

This course focuses on the application of theoretical concepts as they relate to curriculum development in an academic or health care setting. Students will examine models applicable to curriculum design in nursing. Analysis of the curriculum development process and major societal, educational, legal, regulatory, and professional forces affecting curriculum development in nursing are explored. Nursing theory as an educational framework is discussed. External evaluation and ethical considerations of curriculum development will be examined. Emphasis is on the design and evaluation of curriculum components in various types of nursing education programs. Three hours per week, one semester.

Prerequisite: NU 630

NU 640 INSTRUCTIONAL STRATEGIES AND EVALUATION
IN NURSING EDUCATION

3 credits

The emphasis of this course is on teaching and learning theories and strategies. The student is exposed to a variety of modalities utilized in teaching both theory-based and clinical courses. Methods of educational measurement and evaluation are discussed. Content includes measurement and evaluation modalities, test construction, clinical evaluation and the relationship between measurement and educational decision-making. Factors that influence instruction and evaluation are discussed. Legal and ethical issues are explored. Three hours per week, one semester.

Prerequisite: NU 635

NU 645 PRACTICUM IN NURSING EDUCATION

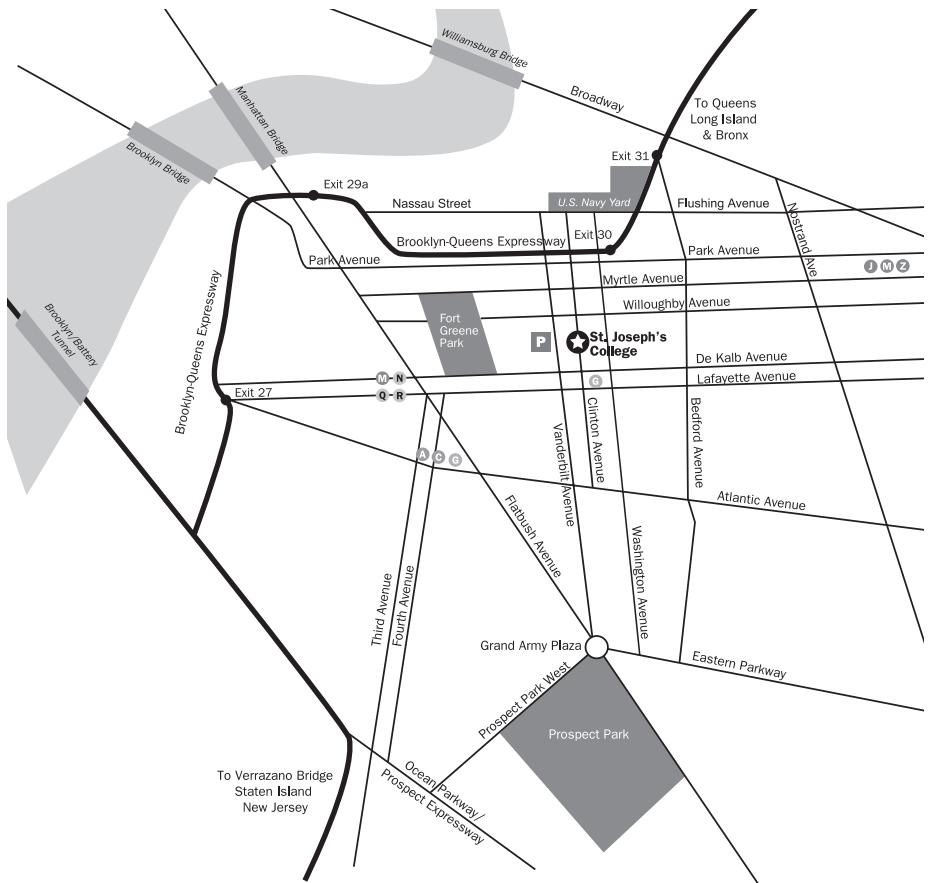
3 credits

This course provides students the opportunity for application and analysis of the theories and concepts of assessment, instruction and evaluation while engaging in the role of educator. Through guided practice in academic and service-based settings, students will interface with faculty and agency personnel. Practicums will be individualized for each student. Weekly seminars provide opportunities for sharing of experiences, exchange of ideas, clarification of concerns, analysis of instructional and evaluation strategies, and use of group problem solving. Three hours per week, one semester, one hundred hours of practicum.

Prerequisites: NU 630, NU 635, NU 640

The Department of Nursing reserves the prerogative to adjust admission and program requirements in response to changes in accreditation or credentialing/registration criteria.

AREA MAP OF BROOKLYN VICINITY



St. Joseph's College is located in the Clinton Hill section of Brooklyn. The College may be reached via:

BUS

DeKalb Avenue Bus (B38) to Vanderbilt Ave.

Crossstown Bus (B61) to Vanderbilt Ave.

Myrtle Ave. Bus (B54) to Clinton Ave.

Flushing Ave. Bus (B57, B62) to Vanderbilt Ave.

Vanderbilt Ave. Bus (B69) to DeKalb Ave.

Nostrand Ave. Bus (B44) to DeKalb Ave.

Transfer to B38.

Flatbush Ave. Bus (B41) to Vanderbilt Ave.

Transfer to B69

SUBWAY

G to Clinton-Washington Station

A to Hoyt-Schermerhorn. Transfer to G, M, B, Q, R to DeKalb Station

Take B38 bus to Vanderbilt Ave.

E, F to Queens Plaza Transfer to G

2, 3, 4, 5 to Nevins St.

Take B38 bus to Vanderbilt Ave.

CAR

Brooklyn Queens Expressway: Exit 31, Wythe-Kent, from Queens; or Exit 27, Atlantic Ave., from Brooklyn.

For more detailed travel information, call the Admissions office,
(718) 940-5800.

THE BROOKLYN CAMPUS MAP

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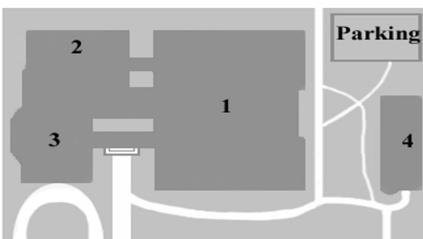
1. *Tuohy Hall (S. Vincent Therese)*
Administrative Offices
Alumni Room
Art Studio
Auditorium
Business Office
Chemistry Laboratories
Classrooms
Gymnasium/Fitness Center
Physics Laboratories
Student Government Offices
Student Life Suite
2. Biology Laboratories
Student Lounges
3. *Burns Hall ("245")*
Admissions
Board Room
Chapel
Communication Studies
Formal Dining Room
Parlors
4. *Lorenzo Hall*
School of Professional & Graduate Studies
Administrative Offices
English Department Office
Meeting Rooms
5. *St. Joseph's Hall ("256")*
Alumni Office
Bloodgood Garden
Institutional Advancement
Department Offices
History
Modern Languages
Psychology/Psychology
Laboratory
Recreation
Religious Studies
Social Sciences
6. *Thomas E. Molloy Memorial*
Outdoor Stage
7. *Dillon Child Study Center*
Child Study Dept Offices
Library, Observation Rooms
Preschool Rooms
Testing & Speech Offices
8. *Founders Hall (FacResidence)*
9. *McEntegart Hall-Library*
Academic Center
Cafeteria
Chapel
Classrooms
10. *St. Angela Hall*
ACES Program
Art Studio
Auditorium
Campus Ministry
Classrooms
Council for the Arts
Education Department
Mathematics Department
Philosophy Department
Meeting Room
Student Lounge
Student Publications Office
Videoconference Rooms

WASHINGTON AVENUE

10

Parking

WAVERLY AVENUE



CLINTON AVENUE

WILLOUGHBY AVENUE

The Mall

St. Joseph's
College
NEW YORK



Bloodgood Garden

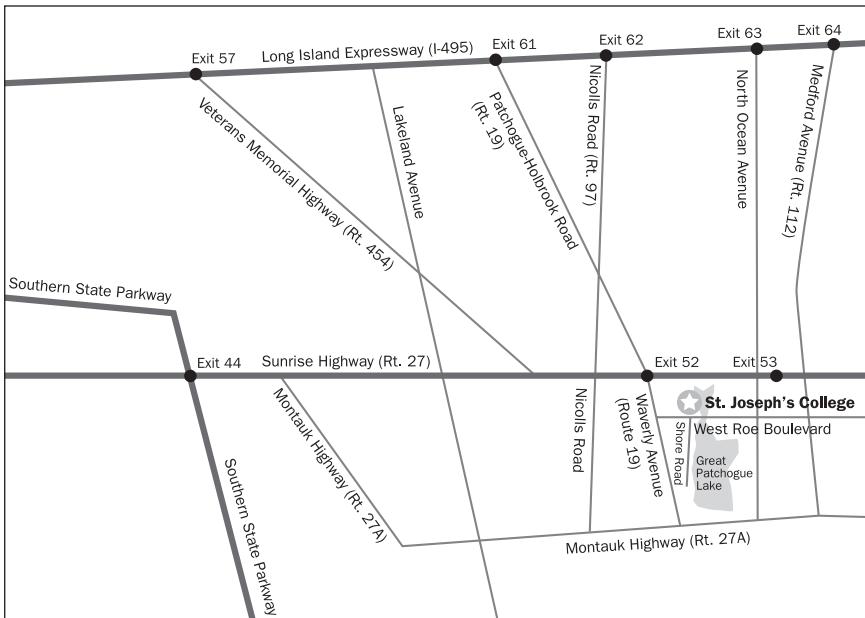
DeKALB AVENUE

VANDERBILT AVENUE

Parking

88

Area Map of Patchogue Vicinity



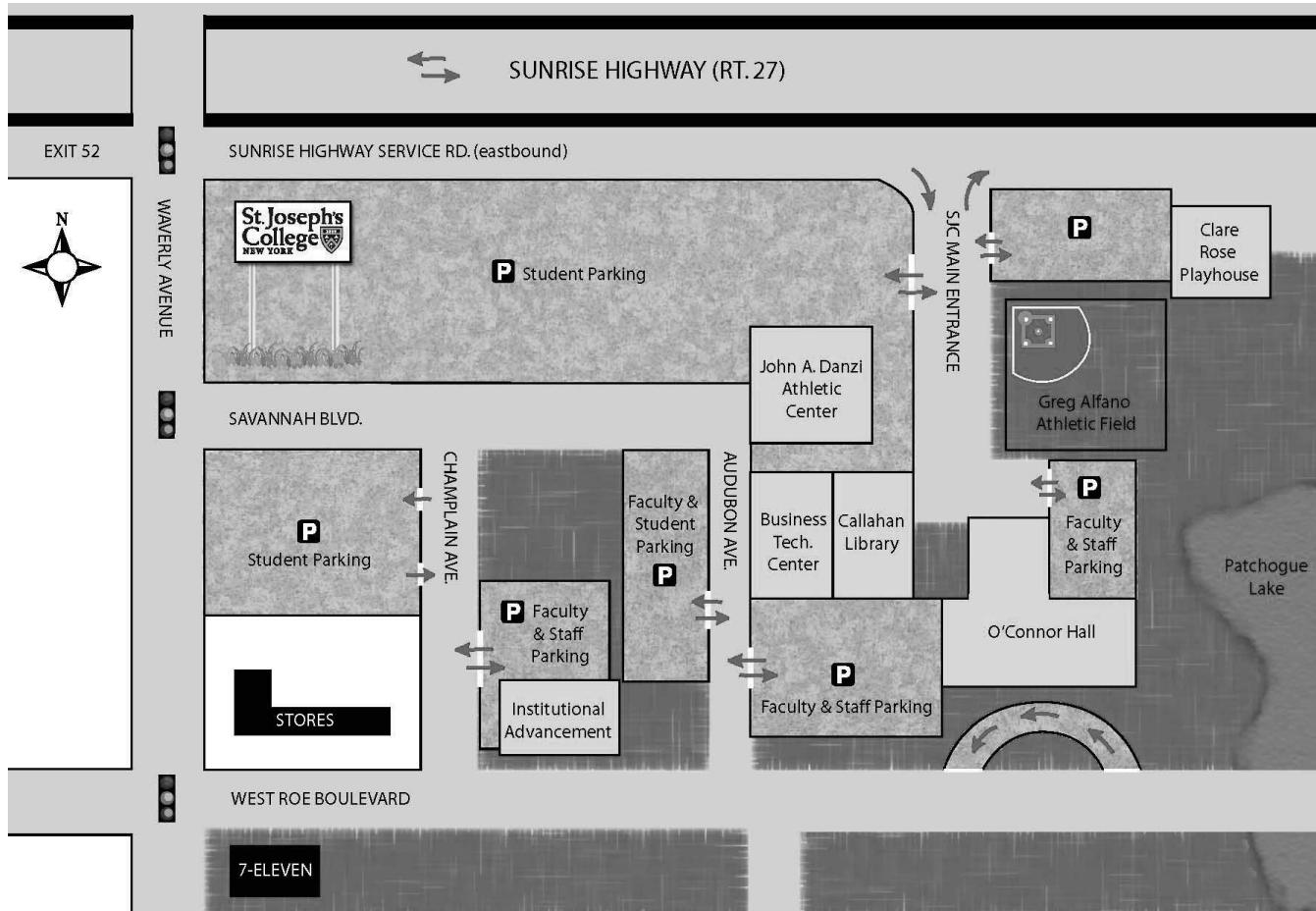
TRAVEL DIRECTIONS

LOCATION

The Long Island Campus of St. Joseph's College is located in Patchogue at 155 West Roe Boulevard. It is bounded on the north by Sunrise Highway and is easily accessible from south shore locations via Southern State Parkway, Sunrise Highway, (Exit 52), and from central and northern Long Island via Veterans Highway, Patchogue-Holbrook Road, Nichols Road or Route 112.

TRAVEL DIRECTIONS

By Train	Long Island Railroad to Patchogue Station.
By Car Heading East	Travel east on the Long Island Expressway to Exit 61 onto Patchogue-Holbrook Road. Continue south to Sunrise Hwy. (RT. 27) service road (eastbound). Turn left on RT. 27, service road eastbound, 1000 feet to the College entrance on the right - or - Travel east on Southern Parkway to Exit 44, Sunrise Hwy. East (RT. 27). Continue on Sunrise Hwy. to Exit 52. College is on Sunrise Hwy. service road (eastbound), 1000 feet beyond Waverly Ave.
Heading South	Travel south on Veterans Hwy. to Sunrise Hwy., eastbound. Travel east on Sunrise Hwy. (RT. 27) to Exit 52. College is on Sunrise Hwy. service road (eastbound), 1000 feet beyond Waverly Ave.
Heading West	Travel west on Sunrise Hwy. (RT. 27) to Exit 52. Turn left at Waverly Ave. (first light). Turn left onto the Sunrise Highway service road (next light). Travel approximately 1000 feet to the College entrance on the right.
By Plane	To nearby MacArthur Airport.



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Alumni Association

St. Joseph's College is committed to the belief that its responsibility to its graduates never ends. There are Alumni Offices on both the Brooklyn and Long Island Campuses. The mission of the Alumni Office is to identify and engage the College's more than 27,000 alumni and to create meaningful opportunities for them to participate in the life of St. Joseph's. The Alumni Office works closely with the Alumni Association to help you connect with fellow alumni.

The Alumni Association promotes the interests of St. Joseph's College by continuing the close relationship between the College and its former students that was developed during their graduate and/or undergraduate days. Its membership includes all those upon whom the College has conferred a graduate degree, as well as other former students who remain associated with the College.

In conjunction with the Alumni Office, the Alumni Association sponsors programs and special events, including lectures, mentoring, career services and reunions. The Alumni Association also provides grants to relatives of alumni. Alumni regularly receive *the St. Joseph's College Magazine* and *the SJC Insider*, an e-newsletter.

INSTRUCTIONAL PROGRAMS

Program Title	HEGIS Code	Degree Awarded	Certificate/License Title	Type
Biology	0401	BA	Academic Major Biology 7-12	Initial
Biology	0401	BS	Academic Major Biology 7-12	Initial
² Biology Special Education 7-12	0808	MA	Sp Ed Biology 7-12 Sev /Mult Dis Ann	Init/Prf Init/Prf
² History Special Education 7-12	0808	MA	Sp Ed Soc St 7-12 Sev/Mult Dis Ann	Init/Prf Init/Prf
² Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Ammerman M/A Biology (Biology 7-12 emphasis)	0401.01	BA	Biology 7-12	Initial
² Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Eastern M/A Biology	0401.01	BA	Biology 7-12	Initial
² Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Western M/A Biology (Biology 7-12 emphasis)	0401.01	BA	Biology 7-12	Initial
² Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Eastern M/A Biology	0401.01	BS	Biology 7-12	Initial
² Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Western M/A Biology	0401.01	BS	Biology 7-12	Initial
Public Accountancy	0502	BS	CPA-150	Lic. Qual.
Accounting	0502	BS		
*M/A Accounting	0502	MBA	CPA-150	Lic Qual.
†Business Administration, Accounting	0502	BS		
*Accounting	0502	MBA	CPA-150	Lic. Qual.
*Organizational Management	0506	BS		
#Organizational Management	0506	BS		
ΔOrganizational Management	0506	BS		
*Organizational Management	0506	BS		
M/A Management	0506	MS		
#Organizational Management	0506	BS		
M/A Management	0506	MS		
ΔOrganizational Management	0506	BS		
M/A Management	0506	MS		
*Organizational Management	0506	BS		
M/A Business Administration	0506	MBA		
#Organizational Management	0506	BS		

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INSTRUCTIONAL PROGRAMS

Program Title	HEGIS Code	Degree Awarded	Certificate/License Title	Type
M/A Business Administration	0506	MBA		
ΔOrganizational Management	0506	BS		
M/A Business Administration	0506	MBA		
Business Administration	0506	BS		
*Management	0506	MS		
*Executive Master of Business Admin	0506	MBS		
ΔExecutive Master of Business Admin	0506	MBA		
*Human Resources Management	0515	ADV CERT		
†Marketing	0599	BS		
†Computer Information Systems	0702	BS		
#Computer Information Systems	0702	BS		
Child Study	0808	BA	E. Childhood Birth-2 Childhood 1-6 Sp Ed Birth-2	Initial Initial Initial
^Liberal Arts & Sci: Education W/Suffolk County CC Ammerman	0808	BA	E. Childhood Birth-2 Childhood 1-6 Sp Ed Birth - 2 Sp Ed 1-6	Initial Initial Initial Initial
M/A Child Study	0808	BA	E. Childhood Birth-2 Childhood 1-6 Sp Ed Birth - 2 Sp Ed 1-6	Initial Initial Initial Initial
Liberal Arts & Sci: Education W/Suffolk Count CC Ammerman	0808	BA	E. Childhood Birth-2 Childhood 1-6 Sp Ed Birth - 2 Sp Ed 1-6	Initial Initial Initial Initial
M/A Child Study	0808	BA	E. Childhood Birth-2 Childhood 1-6 Sp Ed Birth - 2 Sp Ed 1-6	Initial Initial Initial Initial
^Liberal Arts & Sci: Education W/Suffolk County CC Eastern	0808	BA	E. Childhood Birth-2 Childhood 1-6 Sp Ed Birth - 2 Sp Ed 1-6	Initial Initial Initial Initial
M/A Child Study	0808	BA	E. Childhood Birth-2 Childhood 1-6 Sp Ed Birth - 2 Sp Ed 1-6	Initial Initial Initial Initial
^Liberal Arts & Sci: Education W/Suffolk County CC Western	0808	BA	E. Childhood Birth-2 Childhood 1-6 Sp Ed Birth - 2 Sp Ed 1-6	Initial Initial Initial Initial
M/A Child Study	0808	BA	E. Childhood Birth-2 Childhood 1-6 Sp Ed Birth - 2 Sp Ed 1-6	Initial Initial Initial Initial
² Infant-Toddler Therapeutic Education	0808	MA	Special Ed	Perm

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Program Title	HEGIS Code	Degree Awarded	Certificate/License Title	Certificate/License Type
² Infant Toddler Early Childhood Special Ed	0808	MA	E Chldhd Birth-2 E Chldhd Birth-2 Sp Ed Birth-2 Sp Ed Birth-2	Profssnl Init/Prf Profssnl Init/Prf Profssnl Init/Prf Profssnl Init/Prf
² Childhood Special Education 1-6	0808	MA	Childhood 196 Sp. Ed 1-6 Sev/Mult Dis Ann	Init/Prf Init/Prf Init/Prf
² English Special Education 7-12	0808	MA	Sp Ed English 7-12 Sev/Mult Dis Ann	Init/Prf Init/Prf
² Mathematics Special Education 7-12	0808	MA	Sp Ed Math 7-12 Sev/Mult Dis Ann	Init/Pft Init/Prf
² Biology Special Education 7-12	0808	MA	Sp Ed Biology 7-12	Init/Prf
² History Special Education 7-12	0808	MA	Sp Ed Soc St 7-12 Sev/Mult Dis Ann	Init/Prf Init/Prf
Literacy/Cognition (Birth – Grade 6)	0830	MA	Literacy Birth-6	Initial Prf'l
¹ French	1102	BA	Academic Major	
Spanish	1105	BA	Academic Major Spanish 7-12	Initial
*Health Administration	1202	BS		
#Health Administration	1202	BS		
*Health Administration	1202	BS		
M/A Health Care Management	1202	MBA		
*Health Care Management	1202	MBA		
*Health Care Management	1202	ADV CRT		
*Nursing	1203.10	BS		
*Adult Health	1203.10	MS		
*Nursing Education	1203.10	MS		
*Community Health and Human Services	1299	BS		
#Community Health and Human Services	1299	BS		
Child Study	1305	BA		
English	1501	BA	Academic Major English 7-12	Initial
² Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Ammerman				
M/A English (English 7-12 emphasis)	1501.01	BA	English 7-12	Initial

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Program Title	HEGIS Code	Degree Awarded	Certificate/License Title	Type
² Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Eastern M/A English (English 7-12 emphasis)	1501.01	BA	English 7-12	Initial
² Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Western M/A English (English 7- 12 emphasis)	1501.01	BA	English 7-12	Initial
Speech	1506	BA		
Mathematics	1701	BA	Academic Major Mathematics 7-12	Initial
Mathematics	1701	BS	Academic Major Mathematics 7-12	Initial
¹ Chemistry	1905	BA	Academic Major Chemistry 7-12	Initial
¹ Chemistry	1905	BS	Academic Major Chemistry 7-12	Initial
² Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Ammerman M/A Mathematics (Mathematics 7-12 emphasis)	1701.01	BA	Mathematics 7-12	Initial
² Lib Arts & Sci: Adolescence Education W/Suffolk County CC –Eastern M/A Mathematics (Mathematics 7-12 emphasis)	1701.01	BA	Mathematics 7-12	Initial
² Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Western M/A Mathematics (Mathematics 7-12 emphasis)	1701.01	BA	Mathematics 7-12	Initial
² Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Ammerman M/A Mathematics (Mathematics 7-12 emphasis)	1701.01	BS	Mathematics 7-12	Initial
² Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Eastern M/A Mathematics (Mathematics 7-12 emphasis)	1701.01	BS	Mathematics 7-12	Initial
² Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Western M/A Mathematics (Mathematics 7-12 emphasis)	1701.01	BS	Mathematics 7-12	Initial
² Mathematics/Computer Science	1799	BS		
Psychology	2001	BA		
Recreation	2103	BS		

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Program Title	HEGIS Code	Degree Awarded	Certificate/License Title	Type
Criminal Justice	2105	BA		
*Criminal Justice	2105	BS		
*Human Services Management and Leadership	2199	MS		
Social Sciences	2201	BA		
Human Relations	2201	BA		
² Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Ammerman				
M/A History				
(Social Studies 7-12 emphasis)	2201.01	BA	Social Studies 7-12	Initial
² Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Eastern				
M/A History				
(Social Studies 7-12 emphasis)	2201.01	BA	Social Studies 7-12	Initial
² Lib Arts & Sci: Adolescence Education W/Suffolk County CC-Western				
M/A History				
(Social Studies 7-12 emphasis)	2201.01	BA	Social Studies 7-12	Initial
History	2205	BA	Academic Major	
			Social Studies 7-12	Initial
*General Studies	4901	BS		
*Accounting	0502	MBA	CPA-150	Lic. Qual.
*Management	0506	MS		
*Executive Master of Business Administration	0506	MBA		
² Infant-Toddler Therapeutic Education	0808	MA	Special Ed	Perm
² Infant-Toddler Early Childhd Special Ed	0808	MA	E Chldhd Birth-2 E Chldhd Birth-2 Sp Ed Birth-2 Sp Ed Birth-2	Profssnl Init/Prf Professnl Init/Prf
Literacy/Cognition (Birth-Grade 6)	0830	MA	Literacy Birth-6	Initial Prof'l
² Childhood Special Education 1-6	0808	MA	Childhood 1-6 Sp Ed 1-6 Sev/Mult Dis Ann	Init/Prf Init/Prf Init/Prf
² English Special Education 7-12	0808	MA	Sp Ed English 7-12 Sev/Mult Dis Ann	Init/Pft Init/Prf
² Mathematics Special Education 7-12	0808	MA	Sp Ed Math 7-12 Sev/Mult Dis Ann	Init/Prf Init/Prf

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Program Title	HEGIS Code	Degree Awarded	Certificate/License Title	Type
² Biology Special Education 7-12	0808	MA	Sp Ed Biology 7-12 Sev/Mult Dis Ann	Init/Prf Init/Prf
² History Special Education 7-12	0808	MA	Sp Ed Soc St 7-12 Sev/Mult Dis Ann	Init/Prf Init/Prf
*Health Care Management	1202	MBA		
*Adult Health	1203.10	MS		
*Nursing Education	1203.10	MS		
*Human Resources Management	0515		ADV CERT	
*Health Care Management	1202		ADV CERT	
†Marketing, Advertising & Public Relations	5004		CERT	
†Management	5004		CERT	
#Management	5004		CERT	
†Leadership & Supervision	5004		CERT	
#Leadership & Supervision	5004		CERT	
ΔLeadership & Supervision	5004		CERT	
†Human Resources	5004		CERT	
#Human Resources	5004		CERT	
ΔHuman Resources	5004		CERT	
*Training & Staff Development	5099		CERT	
#Training & Staff Development	5099		CERT	
†Information Technology Applications	5104		CERT	
#Information Technology Applications	5104		CERT	
*Health Instruction	5201		CERT	
*Medical Office Management	5214		CERT	
*Health Care Management	5299		CERT	
#Health Care Management	5299		CERT	
*Home Care Administration	5299		CERT	
#Home Care Administration	5299		CERT	
*Hospice Care Management	5299		CERT	
†Criminology/Criminal Justice	5505		CERT	
*Counseling	5506		CERT	
#Counseling	5506		CERT	
Applied Sociology	5506		CERT	
*Alcoholism & Addictions Counseling	5506.20		CERT	
†Gerontology	5506.20		CERT	
#Gerontology	5506.20		CERT	
Religious Studies	5603		CERT	

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